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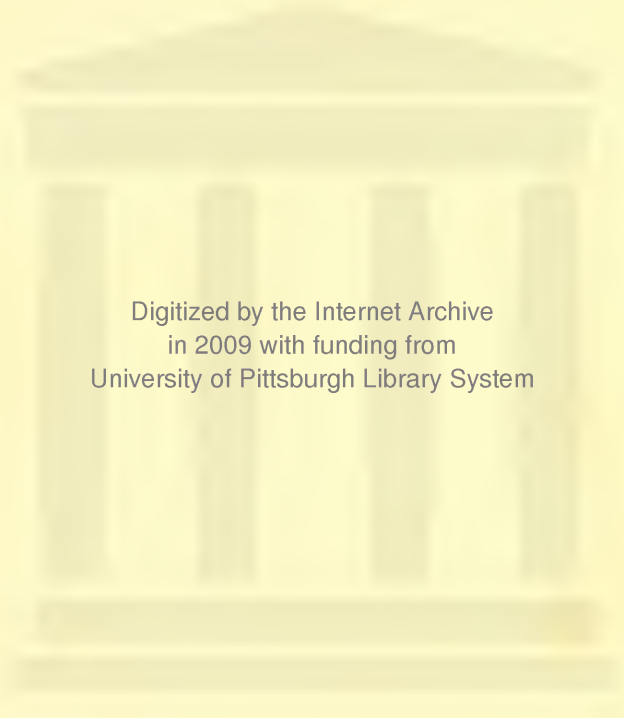

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Massachusetts. Dept. of education

TWELFTH

ANNUAL REPORT

OF THE

BOARD OF EDUCATION,

TOGETHER WITH THE

TWELFTH ANNUAL REPORT

OF THE

SECRETARY OF THE BOARD.

BOSTON:
DUTTON AND WENTWORTH, STATE PRINTERS,
No. 37, Congress Street.
1849.

TWELFTH ANNUAL REPORT

OF THE

BOARD OF EDUCATION.

The Board of Education, in presenting to the Legislature their *Twelfth* Annual Report, are happy in being able to speak of the continued prosperity of the schools of this Commonwealth, and of the continued interest manifested, on the part of the people, in the cause of universal education. This is, emphatically, one of the great interests of the State; and, so long as the successive generations that spring up here are moral and intelligent, so long we are sure our prosperity will continue.

During the past year, one member of this board, Joseph W. Ingraham, Esq., of Boston, a devoted and tried friend of the cause of education, has been removed by death.

In the early part of the year, Hon. Horace Mann, the Secretary of the Board, was elected to fill the place in the Congress of the United States, vacated by the death of the Hon. John Quincy Adams. It was with deep regret we received his resignation in May last. Not being prepared, at that time, to appoint a successor, he was requested to perform the duties of the office until the annual meeting, and prepare the report, which accompanies this of the Board.

We need not say, that Mr. Mann has faithfully performed the duties of the office he has held, for twelve years, and thoroughly aroused the people of this Commonwealth to the importance of Common School education. He has devoted himself to this great work with a noble, self-denying zeal, and has enstamped his name so deeply on the educational interests of

the State, that it will never be effaced. It has been his lot, in common with all others ardently devoted to plans for promoting human welfare, to be looked upon with suspicion by some, and to encounter opposition; but this Board feel assured, that he has honestly labored to raise the standard of intellectual and moral education, uninfluenced by any sinister motive. In parting with one, who has performed a good service for the State, we deem it a pleasure, as well as a duty, to bear this, our public testimony, to the fidelity and good faith with which he has performed the duties of his office.

Knowing it would require some time for any one, who might succeed Mr. MANN, to separate himself from the business in which he might be engaged, and be prepared to enter upon the duties of the Secretaryship as soon as the office should be vacated, the Board met in September, and unanimously elected Rev. BARNAS SEARS, of Newton, to be their Secretary. October 27, 1848, he transmitted to the Board the following answer:—"The many generous assurances of sympathy and aid, which I have received, have at length induced me to accept the appointment, relying on the counsels of the Board to aid me in the great work to which they have called me." At the date of this report, Dr. SEARS enters upon the duties of his office. He has been, for many years, devoted to the cause of education, for five years a member of this Board, and fully acquainted with its operations; we, therefore, deem him well qualified for the duties of this responsible office.

It is the wish of the Board, having so thoroughly called the attention of the people to the importance of Common Schools, and awakened an interest which has manifested itself in the improvement of schoolhouses, on which more than two millions of dollars have been expended during the last ten years; in doubling the appropriations made in the cities and towns for the support of schools; in the demand for better teachers, and in the provision made for furnishing them, to perform now, if possible, a service of a more practical kind. After having spent so much time and labor upon the system, we wish to give more attention to the actual condition of the schools, and to afford aid and encouragement to teachers, parents, committee

men, and the friends of education in all the cities and towns of the Commonwealth, as far as it can be done by the labors of one man. We made known to the Secretary our views and wishes on this subject at the time of his appointment.

It will be seen at once, that, if the Secretary spends a considerable part of his time in travelling throughout the State, for the purpose of visiting the schools, it must be attended with considerable expense. It is our opinion that he cannot afford to do it, as it should be done, with the salary at present allowed. We, therefore, take the liberty to suggest, to the honorable Legislature, that the travelling expenses, or such part of them as the Board shall deem reasonable and just, be paid, in addition to the present salary.

Accompanying this, are the reports of the Visiters of the Normal Schools, which show them to be increasing in prosperity and usefulness. Those young ladies and gentlemen who resort to these schools, find them so beneficial, that many of them continue a longer time than the terms of admission require. They find no difficulty in obtaining schools, with higher wages than they have before received, or the districts paid. In some parts of the State, female teachers, especially, receive twice as much as formerly, so that a young lady, in one year after leaving the Normal School, can almost defray the expense of a year's attendance by the extra pay she receives. The more we see of the benign effects of the system of Normal Schools, the more fully are we persuaded that the establishment of them was wise and judicious. They exert a beneficial influence upon teachers that do not attend. The pupils at these schools have come from every county, and from almost half the towns, in the State. Through them, many others become acquainted with improved modes of teaching, and the best mode of illustrating a particular subject, and make use of them in their schools.

We are gratified to know that teachers generally, throughout the State, manifest an increasing interest in their work; that a state and several county associations have been formed, and that teachers meet together to stimulate each other to improvement and progress.

Though there is much that is encouraging, the work is not accomplished. Let the stimulus that is now given to this cause by the State be withheld, and we have reason to believe that a general apathy and indifference would again prevail. If the State should relax her efforts, or withhold her support, the people will relax theirs, and ignorance and vice, which always go hand in hand, will extend their dominion, consume the wealth, and diminish the power, of our Commonwealth. As God, in his providence, has taught us that the prosperity and happiness of a people depend on the universality and thoroughness of the moral and intellectual training of the young, we must endeavor to give to all the children not only an ability to read, but to understand what they read, that they may become an honor and an ornament to our Commonwealth.

In conclusion, we would respectfully call the attention of the members of the Legislature to some statements appended to the Secretary's Report, respecting the onerous duties of that office, and the difficulties attending the performance of them. We would also invite the attention of the people generally to a consideration of what has been done the last twelve years, and to the position of Massachusetts in this great confederacy of states, and the importance of giving to all the children a thorough intellectual and moral education.

All of which is respectfully submitted.

Boston, Nov. 24th, 1848.

GEO. N. BRIGGS,
JOHN REED,
H. HUMPHREY,
S. C. PHILLIPS,
H. B. HOOKER,
THOS. KINNICUTT,
EMERSON DAVIS,
JOHN A. BOLLES,
GEO. B. EMERSON.

The Committee of Visiters of the West Newton Normal School, appointed at the meeting of this Board held in May last, consisted of Messrs. Sears, Ingraham, and the subscriber. As both Dr. Sears and Mr. Ingraham resided in the immediate vicinity of the school, they were relied upon to take the particular supervision of it. This duty was discharged by them respectively until the death of the latter, and the resignation of the former. The remaining Visiter is consequently not so well prepared to report upon the condition of the school as he otherwise would have been. He is prepared, however, to report generally, that the school is in a flourishing condition, and that its progress and management since the appointment of this Committee have been highly satisfactory. The number of pupils at the commencement of the present term was 77, and is, at the present time, 70, a very considerable increase upon the number in former terms.

The Model School connected with the Institution, owing to an arrangement made with the school district in which it is located, and by which a large portion of its expense is defrayed by the district, has increased in number from about thirty-five to eighty, and is believed to be satisfactorily answering the object of its establishment.

The Principal, Mr. Pierce, and his assistants, Miss Lincoln and Miss Watson, are entitled to the fullest approbation of the Board for the ability, energy, and zeal with which they continue to discharge their respective duties.

All which is respectfully submitted.

THOMAS KINNICUTT.

The Visiters of the State Normal School, at Bridgewater, respectfully submit the following Report:—

The Examination at the close of the term was conducted by the Principal, in the most careful and thorough manner, in the

presence of two of the Visiters, who divided their attendance between two of the days, during which the examination continued. The results afforded great satisfaction in regard to the mental discipline and varied attainments of the pupils. Forty-eight pupils were connected with the school at the close of the term.

The regulation, requiring all who attend to continue one year, has doubtless operated to diminish somewhat the number of attendants, yet it cannot be questioned that a most important advantage is thus gained in reference to the more thorough discipline, and *more perfect* qualification, of the pupils for the work of instruction.

The Visiters are gratified in publicly recognizing the munificence of individuals in various valuable donations to the Institution. Among these, are specially to be noticed a valuable Outline Map of England, a Series of Astronomical Maps, valued at fifteen dollars, and a set of the very beautiful and valuable Anatomical and Physiological Maps of Dr. Cutter, valued at twenty dollars, the expression of his own kind regard for the Institution.

The Visiters unite in the expression of the most decided conviction, that this school is still sustaining well its previous high reputation, and, by sending out thoroughly trained teachers of Common Schools, is operating with great and happy effect on the best interests of education.

S. C. PHILLIPS,
H. B. HOOKER, } *Visiters.*
JOHN REED,

The Visiters of the Normal School, at Westfield, for the current year, have attended the examinations at the close of each term, and have the pleasure of reporting to the Board:—

That, under the able and indefatigable instruction of the Principal, Mr. D. S. Rowe, and Miss R. M. Pennell, Assistant Teacher, the school is highly prosperous, and promises still wider popularity and usefulness;

That the number of pupils has been much larger than in any preceding year: in the winter term, 48; in the spring term, 47; in the fall term, 76;—average, 59. Total, 171; average age of the scholars, 20;

That these were from *eight* counties, and fifty-two towns in the State;

That all the examinations in the departments were highly creditable, both to the teachers and scholars, evincing thorough instruction and diligent application;

That the studies in this school embrace all the branches of popular education, in its present advanced state, in our highly favored Commonwealth, and that the instruction is, as it ought to be, eminently elementary and analytical. The pupils are taught, not to recite by rote, or to answer leading questions, but to master rules and principles; that, having learned how to acquire knowledge most successfully and thoroughly themselves, they may be able, in their turn, to impart it most successfully to others.

In conclusion, the Visiters of the Normal School in Westfield, cordially recommend it to the Board, and to all the friends of popular education throughout the State, as highly worthy of public confidence and increased patronage.

H. HUMPHREY,
E. DAVIS.

At a meeting of the Board of Education, held December 13, 1848, the following Resolutions were unanimously passed, viz:—

Resolved, That, in reviewing the official course of the late Secretary of the Board, we are led to contemplate extraordinary proofs of the devotion of talents of the highest order, under the influence of the purest motives, to a work of usefulness, which, in respect alike to the magnitude and permanence of its results, and the nature and extent of the labor involved in it, may be deemed as unsurpassed in the annals of the Commonwealth.

Resolved, That, in yielding to the necessity of dissolving the connection, which has so long subsisted between the Board and its late Secretary, we desire to place on record, and to tender to Mr. MANN, the most unqualified assurance of our official approbation of his services, and of our warmest personal regard, and best wishes for his future usefulness, honor, and happiness.

Resolved, That his excellency the Governor, as Chairman of the Board, be requested to communicate to the Hon. HORACE MANN, an attested copy of the foregoing Resolutions, and that the Secretary be instructed to annex a copy to the annual Report of the Board which is to be submitted to the Legislature.

A true copy,

Attest, BARNAS SEARS,

Secretary of the Board of Education.

Dr. MASSACHUSETTS BOARD OF EDUCATION, *in account with* CHARLES H. MILLS, *Treasurer.* *Cr.*

1848.				1847.			
Jan. 8,	To amount paid C. Pierce's bill, salary to Dec. 31, 1847, and sundry expenses for school at WEST NEWTON, - -	$547 01		Dec. 15,	By balance from old account, - - -		$46 20
April 3,	" amount paid C. Pierce's bill, salary to April 1, 1848, and sundry expenses for school at do., - - - -	532 92		1848.			
July 8,	" amount paid C. Pierce's bill, salary to July 1, 1848, and sundry expenses for school at do., - - - -	535 95		Feb. 9,	By amount received of Treasurer of the Commonwealth, - - - -		2000 00
Oct. 14,	" amount paid C. Pierce's bill, salary to Oct. 1, 1848, and sundry expenses for school at do., - - - - -	550 34		June 3,	By amount received of do. do. - -		1970 00
			$2146 22	Oct. 14,	By amount received of do. do. - -		1113 59
Feb. 3,	" amount paid D. S. Rowe's bill, salary to Feb. 1, 1848, and sundry expenses for school at WESTFIELD, - - -	518 66		" "	By amount received of do. do. - -		614 73
March 1,	" amount paid R. M. Pennell's bill, salary to March 14, 1848, school at do., - - - - - - - -	100 00		Nov. 21,	By amount received of do. do. - -		730 83
June 6,	" amount paid D. S. Rowe's bill, salary to May 31, 1848, and sundry expenses for school at do., - - - -	711 47					
July 15,	" amount paid R. M. Pennell's bill, salary to July 11, 1848, school at do., - - - - - - - -	100 00					
Oct. 14,	" amount paid D. S. Rowe's bill, salary to Sept. 30, 1848, and sundry expenses for school at do., - - - -	583 25					
			2013 38				
March 9,	" amount paid N. Tillinghast's bill, salary to March 7, 1848, and sundry expenses for school at BRIDGEWATER, - -	581 59					
July 10,	" amount paid N. Tillinghast's bill, salary to June 27, 1848, and sundry expenses for school at do., - - - -	633 33					
" 28,	" amount paid S. C. Phillips's draft favor Philo Leach, on account appropriation for fences for school at do., - -	370 00					
Nov. 21,	" amount paid N. Tillinghast's bill, salary to Nov. 7, 1848, and sundry expenses for school at do., - - - -	730 83					
			2315 75				
			$6475 35				$6475 35

Audited, and found correct.

S. C. PHILLIPS,
For Committee on Accounts.

Errors excepted.

BOSTON, NOVEMBER 21, 1848.

CHARLES H. MILLS, *Treasurer of the Board of Education.*

TWELFTH ANNUAL REPORT

OF THE

SECRETARY OF THE BOARD OF EDUCATION.

TO THE BOARD OF EDUCATION.

Gentlemen;—

Having unconditionally declined a reëlection to the office of Secretary, this will be my Twelfth and last Annual Report.

Either at the close of this Report, or in a Supplement to it, I propose to give some account of the duties and labors pertaining to the office I have so long held, and of the inconveniences that have embarrassed its administration. While an incumbent of the office, I felt debarred by considerations of delicacy from alluding to this subject; lest I should seem, under the guise of the public good, to be seeking relief from personal labor. But it is due to my successors, that they should be exempted from some of the burdens to which the office has hitherto been subjected, and from so much at least of its mechanical toil, as is incompatible with a profound study of the great principles on which a system of Popular Education should be conducted, or may interfere with a personal inspection of its working.

It is with emotions, "mournful yet pleasing to the soul," that I take a retrospect of the twelve years, which are now drawing to a close. This portion of time is no inconsiderable part of the life of a man. Of the life of a child,—of that educational and formative period, which goes so far towards determining what the man shall be,—it is the principal part. It covers the entire period between the age of four and that of sixteen years,—that period during which the children of the State are considered as properly "due to the school." It measures, therefore, the life of a generation of school-going children. Nineteen twentieths of all the children in Massachusetts, who, in the year 1837, were entering the school for the first time, are now about leaving it, or have already left it, for the last. When I made my first circuit over the State, I saw hundreds and thousands of little boys and girls wending their

unconscious way to the schoolroom, or sitting upon its seats, or sporting around its door, as happy in the first-born joys of life, and in their ignorance of coming events, as are the birds of spring. But now, they are fledged; they are poised, and, with outstretched wings, are ready for a flight into this uncertain world;—having more or less knowledge of the dangers and duties with which their future life is to be strown, and more or less preparation for avoiding the danger, and for fulfilling the duty. The children of the age of sixteen years, whom I saw in the schoolroom, twelve years ago, were then about to leave it. For the last seven years, the males have been voters, endued with all the rights of citizenship, actively engaged in public or in private avocations, and making an integral part of the substance and of the character of the Commonwealth. Females, too, in their sphere, have been advanced to positions not less important. Many, of both sexes, have become parents, and are now sending their own children to school. Even those who were only nine years old, when this educational movement was begun, are now of adult age. During the current season, they have voted for state and national officers; and, in various ways, they are helping to determine the measure of good or of evil repute, to which our common country shall be entitled. All of them, in the thousand relations that knit men together in social life, are already blessing or afflicting their friends and the community.

Who that has had any agency in determining issues so momentous, can look back upon his past course, without the most solemn questionings, whether all has been done that could have been done, to guide the devious footsteps of these youth in the paths of worldly rectitude and honor, and towards the goal of a happy immortality! Who that contrasts his own best exertions, with the magnitude and preciousness of the interests confided to his care, will not bend low in humiliation, and supplicate the Father of Mercies to supply the deficiencies of the creature's work, from the exhaustless fulness of the Creator!

From the Board of Education, between whom and myself, for so long a period, such intimate and confidential relations

have subsisted, I cannot part without an expression of grateful remembrance. The measure of courtesy and kindness, which they, as a body, have extended towards me, in our official relations, has been what I could desire, rather than demand. But this is one of the least important of all the consequences that have attended, or might have attended, our relations. I feel that, had it not been for their confidence in me, and support of me, during some of the years of doubt and struggle, through which I have passed, this educational enterprise would have proved a failure in my hands; and thus, my name, in one of the noblest of all human undertakings, would have been connected with the dishonor of a defeat, or with the ridicule that pursues a visionary schemer. A brief explanation will make this apparent.

When the duties of the Secretaryship were first assumed, two courses lay open before me. The one was, to treat the people of the State and the school system of the State, as "having already attained;"—to praise teachers for skill in an art, which they had possessed no opportunity to acquire, and school committees for vigilance and fidelity in the discharge of obnoxious duties, for which public opinion awarded no honor, and the law no compensation,—not even a reimbursement of necessary expenses;—to applaud towns for the "munificence" of those appropriations which just kept the breath of life in the schools, though sometimes failing to do even this; and to challenge honor and fame in behalf of school districts, for the elegance and completeness of their schoolhouse architecture, and their school furniture;—or, in one word, with lulling flatteries to deepen the slumbers of an already sleeping community;—when, had they been roused by a peal corresponding to the depth of their lethargy and the imminence of their peril, an angel's voice must have sounded the trumpet.

Facts incontrovertibly show, that, for a series of years previous to 1837, the school system of Massachusetts had been running down. Schoolhouses had been growing old, while new ones were rarely erected. School districts were divided, so that each part was obliged to support its schools on the moiety of a fund, the whole of which was a scanty allow-

ance. It was found that children could be profitably employed in many kinds of labor,—in factories, in the shoe-making business, and in other mechanical employments; and this swelled the already enormous amount of non-attendance and irregularity. The multiplicity of different books in the same school embarrassed all kinds of instruction. The business of school-keeping fell more and more into the hands of youth and inexperience; so that, in rare instances only, did the maturity of years preside over the indiscretions of the young. Not only so, but the average time during which teachers continued in the business of school-keeping, was shortened; so that the children suffered under the perpetual renewals and unskilfulness of first experiments. The final dissolution, in 1833, of territorial parishes, loosened, and often wholly severed, those bonds by which clergymen had before considered themselves attached to the schools, and obligated to superintend them, as a part of their parochial duty. To crown the whole, and to aggravate the deterioration which it proved to exist, the private school system was rapidly absorbing the funds, patronizing the talent, and withdrawing the sympathy, which belonged to the Public Schools. All these things were undeniably true, and yet the Secretary, in reporting upon our school system from year to year, might have concealed or palliated these steps of declension and prognostics of ultimate ruin; he might have conspicuously set forth whatever remained of hope or of promise, and the general indifference of the public would have made the imposture easy.

The other course led in a direction diametrically opposite. It counselled an energetic and comprehensive system of Popular Education, good enough for the richest, open to the poorest;—such a system as should not only be worthy of the past fame of Massachusetts, but creative of future prosperity and renown. The intelligence of the State was to be invoked to justify such a system, and its liberality to support it. Improvements were to be sought for, whether to be found at home or abroad; and to be adopted with equal alacrity, whether coming from proud Jerusalem or from despised Nazareth. The incompetency of teachers was to be exposed in a spirit of justice, tempered with

kindness;—for, that union of justice and kindness which leads a man to abandon his error, or supply his shortcomings, is the loveliest form of mercy. Committees were to be informed and stimulated, that they might both know and discharge their duty. Money, for the more liberal payment of teachers, was to be won from the pockets of the wealthy by persuasion, or exacted by law. By appeals to duty, to decency, and to parental love; by rebuke or by ridicule; by any means not absolutely criminal; all that class of wretched, pain-inflicting, disease-creating structures, called schoolhouses, was to be swept from the face of the State;—a work, which, could it have been consummated at once, would not have left a hundred schoolhouses standing in the Commonwealth.

The former of these courses would, for a time, have been ignobly popular. The latter was imminently perilous. But duty left no option. The only way to end prosperously, was to begin righteously. It was, however, easy to be foreseen, that vigorous reformatory measures would arouse opposition. The penurious would resist taxation. The self-satisfied would disdain improvement. The slumbering would beat away the disturbers of their repose. The lovers of caste would repel the companionship of their social inferiors. All malecontents would unite to commend the old as time-hallowed and safe, and to condemn the new as utopian and dangerous.

Now, in the conflict between the Party of Progress and the Party of Retrogression or Stand-still, it is self-evident, that, if the Chinese doctrine of conservatism should prevail, the advocates of the new measures would be foreclosed, mid-way in their experiment. Time, an element indispensable to success, would be refused them; and thus, a failure, resulting solely from a want of opportunity to complete the trial, would have been attributed to the folly of the contrivers. It was at this crisis, that the support of the Board was of unspeakable value to me. Had I been discarded, at that critical juncture, I should have felt it as an injustice; because the odium and dishonor of a failure would have fallen upon those preliminary measures, which, if time had been allowed for their completion, would at least have had a chance to vindicate their author.

In giving a summary of the statistics of our Common Schools, for the last year, I am naturally led to speak first of that, without which, the schools could not exist at all, namely,—

TOWN AND CITY APPROPRIATIONS.

Taking the year 1837 as a starting point, the following table shows the aggregate of voluntary appropriations for Common Schools, made annually by towns and cities, during the last eleven years. The increase of each year upon the preceding one will be seen at a glance:—

In 1837, the appropriation was less than		$400,000 00
1838–9, it was,	- - - -	447,809 96
1839–40, "	- - - -	477,221 24
1840–1, "	- - - -	491,015 23
1841–2, "	- - - -	510,590 02
1842–3, "	- - - -	516,051 89
1843–4, "	- - - -	548,470 67
1844–5, "	- - - -	576,556 02
1845–6, "	- - - -	611,652 13
1846–7, "	- - - -	662,870 57
1847–8, "	- - - -	749,943 45

This does not include the income from the Surplus Revenue, devoted by some towns to this object, which, if added, would increase the last year's appropriations to the sum of $754,812 33.

It will be perceived that this table brings down the history of our municipal appropriations for schools, only to the close of the school year, 1847–8. It does not, therefore, include the appropriations made by the towns, at their annual meetings, last spring. These will be reported by the committees in their next year's Returns. It appears, however, that, from 1837 to 1847, the amount of the appropriations has nearly doubled. Take the appropriations made by the towns and cities last spring,—of which we have, as yet, no official returns, but of whose amount I am able to make some estimate from information otherwise obtained,—and it may be safely affirmed that the increase, since 1837, in the amount of money devoted to this object, by the voluntary votes of the people, in their primary meetings, is

more than one hundred per cent. This double amount, too, includes only appropriations for the three items of teachers' wages and board, and fuel for the schools. It is exclusive of the cost of schoolhouses, school books, libraries, apparatus, and so forth.

There is every reason to expect, as well as to hope, that these appropriations will continue to increase, until the teacher's profession shall be,—as it well deserves to be,—as liberally remunerated as any other profession whatever. Such a reward will develop talents for teaching, which have heretofore lain dormant. It will attract talent into the business of school-keeping, give teachers a commanding position in society, and make an avocation, which is as intrinsically honorable as any other, extrinsically honorable also. Happy for the children, for the State, and for the world, will be the day, when all teachers shall be rich in knowledge, and richer still in virtuous and ennobling sentiments; when they shall shower down sound instruction and Christian precepts, upon young hearts, as vernal clouds and suns pour down their fertilizing rain and warmth upon the glad and green-growing earth.

FEMALE TEACHERS.

The following table shows the proportion of the male to the female teachers, employed in our schools, for a series of years, commencing with 1837:—

Year.	No. of Male Teachers.	No. of Female Teachers.
1837 -	2370	3591
1838–9 -	2411	3825
1839–40 -	2378*	3928*
1840–1 -	2491	4112
1841–2 -	2500	4282
1842–3 -	2414*	4301*
1843–4 -	2529	4581
1844–5 -	2595	4700
1845–6 -	2585	4997
1846–7 -	2437	5238
1847–8 -	2424	5510

* The Returns for these years were not quite complete.

This table exhibits very remarkable results. In no other part of the Common School world, does the number of female teachers bear such a ratio to that of males, as in Massachusetts. The movement is still in the right direction, and it is an accelerated rather than a retarded one. That females are ordained by nature to be the companions and instructers of the young, and that they are better adapted, by the gentleness of their disposition, and the vivacity of their affections, for the sacred work of teaching and training, than male teachers ever can be, are opinions which have been so often expressed, in former reports, that I shall here adduce neither evidence nor argument to confirm them. But the case has one interesting feature not heretofore adverted to. In all countries, where the services of females are found to be every way as effective and valuable as those of males, they are always preferred; because they are always cheaper. With free competition, the cheaper laborer, of equal quality, will always drive the dearer one from the market. The reason, then, why females are not employed as teachers, in other states and countries, in preference to males, must consist in their incompetency for the work of teaching. Just so fast and so far, as they establish their qualifications for teaching, their cheaper services will command employment. What other inference, then, can be drawn from the great excess in the number of female over male teachers, in Massachusetts, unprecedented and unapproached as it is, any where else, than that the young women of this State are better educated, as a class, than those in any other part of the world? This is a subject for hearty rejoicing, even if we look no farther than the present generation; but, when we contemplate woman in her high character of civilizer, refiner, and purifier of mankind, it is a subject for profoundest congratulation. It should stimulate us, through the medium of Normal Schools, or other similar institutions, to urge forward the education of the female sex to a far higher point of excellence than it has ever yet attained.

ATTENDANCE AND NON-ATTENDANCE.

This is always a sad chapter in the year-book of the schools. It presents a case where reason is not a remedy; at least, reason and argument have, as yet, failed to work a reform. Slight improvements are exhibited from year to year, but there is ground to fear that the disease is too chronic and deep-seated to yield to any thing but more energetic treatment. My own belief and hope are, that a government which has so far advanced in taking care of itself and its people as to pass quarantine laws to prevent the importation of physical disease, and the infections that result in natural death, will soon be wise enough to practise that higher and more indispensable form of self-preservation which consists in sanitary regulations against the spiritual distempers and the moral death, that come from the ignorance and vicious abandonment of childhood and youth. Until that time shall arrive, it will be the duty of all officers connected with the cause of education, with stern fidelity to expose the delinquencies of those parents who neglect to send their children to the schools provided for them, however painful or humiliating to the pride of the State such exposure may be.

For the school-year 1846-7, the whole number of children in the State between the ages of 4 and 16, was 209,919. For the year 1847-8, it was 214,436. Increase in the number of children, 4,517. The increase in the whole number of scholars of all ages belonging to the summer schools, was 4,180, and the increase in the whole number of all ages belonging to the winter schools, was 6,224. Taking both summer and winter schools, this is a mean increase of 5,202. When the mean increase, in the whole number of children, attending school, equals the increase in the number of children between the ages of 4 and 16 who belong to the State, it is, so far, a very favorable indication; because, under our present lax system in regard to attendance, we cannot suppose that every one of the additional children in the State will be found in the Public School. Some go to academies or private schools, and some go nowhere. The tables show that the mean increase in the whole number of children belonging to the schools was not only equal to the in-

crease in the whole number between the ages of 4 and 16 belonging to the State, but 685 more.

The average attendance, for the last year's summer term, was 123,046; and the average attendance, for the last year's winter term, was 143,878. Take the whole number belonging to the State, who were between the ages of 4 and 16, (=214,436,) and subtract from this the estimated number of those who attend academies and private schools, and who do not depend upon Common Schools for their education,—say 12,000,—and there will still remain 204,436, who are wholly or mainly dependent upon the Common Schools for all the education they will ever receive. The whole number registered as belonging to the summer schools, last year, was 165,132; and the whole number registered as belonging to the winter schools, was 185,000. But of these, 3,656 were under the age of 4 years, and 9,977 were over the age of 16 years. Deduct those under 4 from the summer, and those over 16 from the winter schools, (because those under 4 very rarely attend school in winter, and those over 16 as rarely in summer,) and it thus appears that the whole number between 4 and 16, who belonged to the summer schools, during any part of their term, was only 161,476; and the whole number between the same ages, who belonged to the winter schools during any part of their term, was only 175,023. Hence it also appears, that, of those supposed to be wholly or mainly dependent upon the Common Schools for all the school education they will ever obtain, there was an unbroken and total absence, in summer, of 42,960; and, in winter, of 29,413;—that is, there was this number of children who, respectively, during the summer and winter terms, were not brought, for a day, within the influences of our schools.

But another, and a scarcely less deplorable phase of the subject remains to be presented. Many of those whose names were enrolled upon the Register-book of the schools have a flagrant amount of absences to atone for. The average attendance, in summer, was but 123,046, and, in winter, but 143,878. Hence, of the 204,436 children, supposed to be dependent upon our Common Schools for their education, there was an *average* absence, during summer, of 81,390; and an *average* absence,

during winter, of 60,558. In strictness, too, a still further reduction should be made from the number of attendants, both on account of the 3,656 children, under the age of 4 years, who were enrolled in the summer schools, and on account of the 9,977, above 16 years of age, who were enrolled in the winter schools. But I forbear; for it cannot be necessary to add another repulsive lineament to the deformities of a picture already so frightful. Indeed, one would naturally say beforehand, that such a likeness, copied year after year from a genuine and indisputable original, would prove too much to be borne by any one, did not experience demonstrate, that there must be about one quarter part of the parents in Massachusetts, whose nervous tissue, on this subject, can bear any thing.

While I was engaged in revising the tables from which the above computations are made, and in carrying them through the press, a political canvass was raging throughout the Union, to determine who should be the President of the United States for the ensuing four years. Agitation pervaded the country. There was no stagnant mind; there was no stagnant atmosphere. Political zeal, like the rod of Aaron, swallowed up all other zeal. Every energy was developed and tasked. The highest talents of the country were subsidized. Men enjoying the honors and the emoluments of office; celebrated men, who no longer courted Fame, but whom Fame herself was fain to court, abandoned their business or their retirement, and plunged into the struggle with all the ardor and the enthusiasm of youthful combatants, whose honors are yet to be won. Champions of the different parties traversed State after State, to harangue and arouse the people. Wit, argument, eloquence, were in such demand, that they were sent for at the distance of a thousand miles,—from one side of the Union to the other. The excitement reached the humblest walks of life. The mechanic in his shop made his hammer chime to the music of political rhymes; and the farmer, as he gathered in his harvest, watched the aspects of the political, more vigilantly than of the natural, sky. The gregarious instincts of men ran wild. Meetings were every where held,—in the schoolroom, in legislative halls, in the house of God; and, because no roof was

ample enough to cover the vast assemblages, they were held under the open sky. The press showered its sheets over the land, thick as snow-flakes in a wintry storm. Public and private histories were ransacked, to find proofs of honor or proofs of dishonor; political economy was invoked; the sacred names of patriotism, philanthropy, duty to God, and duty to man, were on every tongue. Where argument could not be framed, the semblance of argument was counterfeited; where facts could not be found by investigation, they were created extemporaneously. To maintain the conflict, money was exacted as under a regal despotism; and men drafted as under a military conscription. Good and holy principles were at work for good and holy purposes; but, on the other hand, it was the Saturnalia of license, evil speaking and falsehood. The two grand objects of this fierce and universal commotion were, to bring voters to the polls, and to supply or to fortify motives, to secure their votes for this or for that candidate.

Debarred, alike by the neutral character of my office,* and by the burdensomeness of its duties, from mingling in this struggle, I was an enforced spectator of its violence and an involuntary listener to its din. Under such circumstances, how naturally and inevitably, did the thought force itself upon my mind, that, if one hundredth part of the time, the money, and the talent were expended in getting children into the schools, which were expended in getting voters to the polls, a new generation would speedily come upon the stage, who would need no inflammation of the passions to quicken their reason, or inform their conscience; but who would go to the ballot-box with the religious feeling, that a great duty was to be done, and with the Christian resolve of doing it aright.

TEACHERS' INSTITUTES

have been held as heretofore; and, in some instances, the attendance has been remarkably good, and the interest manifested

* To prevent any suspicion of political partisanship from being connected or associated with the office I hold, I have not attended a political meeting of any kind for the last twelve years.

great. In the present state of teachers' qualifications, it would be a work of supererogation to advocate the utility of Teachers' Institutes. So little opposition has been made to them, that they seem to have been adopted by common consent, and they may now be considered as incorporated into our system. They occupy an intermediate space, between an entire unpreparedness for the difficult work of teaching, and that high degree of preparation which can nowhere be sought for so directly, nor acquired so rapidly, as at the

STATE NORMAL SCHOOLS.

On a careful review and inspection of all that has been done, within the last twelve years, to improve the Common Schools of Massachusetts, and of the special instrumentalities by which these improvements have been effected, I cannot refrain from assigning the first place, in adaptedness and in efficiency, to our State Normal Schools. Without these, all other labors and expenditures would have yielded but a meagre harvest of success. Without the living teacher, equipped and consecrated for his great work,—his mind replenished with knowledge, his heart effusive of virtuous influences, and all his faculties trained and devoted to the one purpose of fashioning character after a high and enduring standard of excellence, and without a supply of such teachers for our schools;—without these, costly and elegant schoolhouses may be erected at every cross-road, the most liberal salaries may be paid, books and all the implements and apparatus of knowledge may be strowed before the children or piled up like a rampart around them; but they will all be as vain and tantalizing as the offer of a golden, but empty cup, to the traveller in a desert when perishing with thirst. In the school, an accomplished teacher is the one thing needful. Absent, the presence of every other requisite is nugatory. Present, he supplements all deficiencies. Without him, the best-appointed school is a lifeless organism, waiting for a soul to enter and inhabit it, and put in action its vast powers of beneficence. Common Schools will never prosper without Normal Schools. As well might we expect to have coats with-

out a tailor, and hats without a hatter, and watches without a watchmaker, and houses without carpenter or mason, as to have an adequate supply of competent teachers without Normal Schools.

VALUE OF SCHOOLHOUSES IN THE STATE.

Two hundred and ninety-seven of the three hundred and thirteen towns in the State, made return, last spring, of the value of their schoolhouses,—not including those which were rented for public use, but only those which had been built or bought by the districts and towns. This estimate of value was made, in all cases, as early as April last, so that it did not embrace the cost of houses erected during the current school year, with the exception, perhaps, of three or four towns, where contracts had been made, but the buildings were not then completed. The value of the schoolhouses, owned by the public, was two million five hundred and fifty-two thousand two hundred and thirteen dollars. If to this, we add a proportionate sum for the cost of houses erected during the current year, it will appear that the present amount, invested in public schoolhouses in the State cannot be less than two million seven hundred and fifty thousand dollars. At least, two million two hundred thousand dollars of this sum have been raised and expended since the Report on Schoolhouses and Schoolhouse Architecture, made by the Board to the Legislature, in 1838.

While on this subject, I would remark, that important improvements have been made, within the last few years, in the construction of schoolhouses, in the manner of ventilating and warming them, and so forth. These improvements are now embodied in an admirable volume, just published by Henry Barnard, Esq., Commissioner of Common Schools for the State of Rhode Island. It is very important that all the improvements hitherto made should be known, wherever a schoolhouse is to be erected; for it has happened to me a hundred times, in travelling over the State, to see a new schoolhouse, built according to a plan which would have been considered good a few years before, but which, in some important respects, was

already behind the age. If a copy of Mr. Barnard's book could be placed by the State in the office of the town clerk of every town, to be there kept for general reference, it would greatly improve the schoolhouses to be hereafter erected, and would save, in the expense of subsequent alterations, a hundred times more than it would cost.

APPARATUS AND SCHOOL LIBRARIES.

The estimated value of all the apparatus belonging to the Public Schools, of 297 towns, in April last, was $23,826. The number of volumes in their school libraries was 91,539, and their estimated value $42,707. It would be difficult to mention any way in which a million of dollars could be more beneficially expended than in supplying the requisite apparatus and libraries for our Common Schools.

LEGISLATION OF 1848, IN BEHALF OF EDUCATION.

Several beneficent laws were enacted, during the last session of the Legislature, in behalf of education, and of moral and religious improvement.

By chapter 10, of the Statutes of 1848, provision is made for holding a Teachers' Institute, where no more than fifty teachers can be assembled. This act meets the case of three or four counties in the State, where, from their peculiarly unfavorable situation, it is difficult for more than fifty teachers to come together. The sum of two hundred dollars, to defray the expenses of each Institute, had been already appropriated, by the act of 1846, ch. 99, § 3.

By ch. 29, (St. 1848,) the county commissioners of each county in the State are authorized to provide moral and religious instruction, at the expense of the county, for the prisoners confined in the jails and houses of correction. The expense to be incurred is at the discretion of the commissioners.

By ch. 52, the city of Boston is authorized to establish a Public Library, and to expend five thousand dollars a year for its support.

By ch. 237, the selectmen of a town are authorized to take a suitable lot of land, not exceeding forty square rods, for a school-house, on paying the owner the value thereof,—such value, in case of disagreement, to be determined by a jury.

By ch. 279, any two adjacent towns, not having more than two thousand inhabitants each, may unite, for the establishment and support of a high school, in which shall be taught the history of the United States, book-keeping, surveying, geometry, algebra, the Latin and Greek languages, general history, rhetoric, and logic.

By ch. 283, the 76th chapter of the statutes of 1840 is repealed. This 76th chapter of the statutes of 1840 is the only backward movement, the State has made, during the last twelve years. That step is now retraced. By the fifth section of the twenty-third chapter of the Revised Statutes, every town containing a specified number of inhabitants was obliged to maintain a high school. The act of 1840 released the towns from this obligation on the performance of an easy condition. The act of the present year reimposes the obligation, unconditionally, to keep a high school.

By a Resolve of the 8th of May last, the sum of twenty-five hundred dollars a year, for three years, was appropriated for "training and teaching idiotic children." The school for this purpose has been opened about six weeks. Having been appointed one of the visiting committee, I am able to say, from a personal examination of the school, that it promises to realize the highest expectations of its friends. From what I have seen of this class of schools, abroad, I entertain no shade of doubt, but that, by the beneficent laws of the Creator, not only the "five talents" and the "one talent" may be cultivated and turned to use; but that the same is true of any fraction of a talent, down to a farthing.

Though the law to establish the State Reform School was passed in 1847, yet the school has but just gone into operation. The past year has been occupied in preparing the buildings. The institution is situated at Westborough, in the county of Worcester. It is designed to be a "school for the instruction, reformation, and employment of juvenile offenders." Any boy

under sixteen years of age, "convicted of any offence punishable by imprisonment other than for life," may be sentenced to this school. Here he may be kept during the term of his sentence; or he may be bound out as an apprentice; or, in case he proves incorrigible, he may be sent to prison, as he would originally have been, but for the existence of this school.

A large farm is attached to the establishment. The buildings are sufficiently large for three hundred boys. The government of the institution is vested in seven trustees. Its officers are a Superintendent, a Teacher, a Steward or Farmer, and a Matron. Its cost, when completed and furnished, and the farm stocked, and provided with agricultural implements, will be about one hundred thousand dollars. A citizen of Massachusetts has given twenty-two thousand five hundred dollars, partly to defray past expenses, and partly to form a fund for its future benefit.

In visiting this noble institution, one cannot but think how closely it resembles, in spirit and in purpose, the mission of Him who came to seek and to save that which was lost; and yet, in traversing its spacious halls and corridors, the echo of every foot-fall seems to say, that one tenth part of its cost would have done more, in the way of prevention, than its whole amount can accomplish in the way of reclaiming; and would, besides, have saved a thousand pangs that have torn parental hearts, and a thousand moral wounds in the hearts of the children themselves, which no human power can ever wholly heal. When will the State learn that it is better to spend units for prevention than tens and hundreds for remedy? How long must the State, like these same unfortunate children, suffer the punishment of *their* existence, before *it* will be reformed?

Having now given a summary of our educational statistics for the last year, I propose to subjoin some remarks on topics almost too general and miscellaneous to be designated by any specific title. They will, however, relate generally to—

THE CAPACITIES OF OUR PRESENT SCHOOL SYSTEM TO IMPROVE THE PECUNIARY CONDITION, AND TO ELEVATE THE INTELLECTUAL AND MORAL CHARACTER, OF THE COMMONWEALTH.

Massachusetts may be regarded either as a State, by herself, or as a member of a mighty and yet increasing confederacy of States. In the former capacity, she has great and abiding interests, which are mainly dependent upon her own domestic or internal policy. In the latter relation, her fate depends upon the will of her partners in the association. Hence, although, in regard to all nations, the Minister for Foreign Affairs is the officer of first importance in the State, yet, in regard to our own Commonwealth, the Home Department has decided precedence.

As an individual State, the geographical extent of Massachusetts, and her civil and social interests, will remain the same; but, when compared, or rather contrasted, with the vast domain, and the magnificent and overshadowing interests of the whole Union, she is, and from year to year must be, growing relatively less and less, and less. At the epoch of the Revolution, she was one of thirteen states. Now, she is one of thirty. Even so late as 1790, when the first census of the United States was taken, there were but three states whose population exceeded hers. Deducting slaves, of whom she had none, there were but two. Her population, at that time, amounted to about one tenth part of the population of the whole Union. It is now much below one twentieth. At the time, too, of the adoption of the Federal Constitution, the area of Massachusetts bore some assignable and palpable proportion to that of the whole United States. The Mississippi was then the western boundary of the nation. Now, our domain not only extends to the Pacific, but stretches through almost seventeen degrees of latitude upon that ocean. Florida then lay between us and the Gulf of Mexico; and the gates of the Mississippi River being liable at any time to be closed against the western states, their only unobstructed egress to the Atlantic was through eastern ports. Now, the Gulf is our southern boundary; and the Mississippi and its tributaries,

with their more than sixteen thousand miles of waters navigable by steam, afford a channel capacious enough to drain the west of its vast productions, and then, with the refluent tide of commerce, to supply their demands for foreign merchandise. Territorially considered, the loss of Cape Cod, or of the few acres that compose the Islands of Nantucket and the Vineyard, would be greater to Massachusetts than the loss of Massachusetts would be to the Union. Our native and beloved State, indeed, seems contracting and dwindling away so fast as to suggest the idea of its more careful perambulation, to see if some clandestine and rapacious neighbor has not incurred the curse of the Mosaic law, by removing our landmarks inward and inward. It is only by taking Massachusetts as a unit, and comparing her area with that of other states in the Union, that we can realize how narrow and diminutive she is becoming. Ohio and Kentucky could each be divided into five states, and each of the ten would be larger than our own. New York, Pennsylvania, North Carolina, Alabama, Louisiana, Mississippi, and Tennessee, would each make considerably more than six states, —or the whole of them more than forty-two states,—of the size of Massachusetts. Michigan, Illinois, Iowa, Wisconsin, Georgia, and Arkansas, are each equal in territory to seven such states as ours,—amounting to another group of forty-two. Virginia and Florida are each equal to more than eight; Missouri is equal to nine, and Texas alone, according to the boundaries now claimed by her, would make forty-four such states. Taking an official estimate of the area of the United States, exclusive of the portion lately acquired from Mexico, it is divisible into three hundred and seventy-six such states as Massachusetts. The territory ceded by the treaty with Mexico, which was ratified on the thirtieth day of May last, exclusive of what is claimed by Texas, would make more than seventy-two states of equal dimensions. Hence it is plain that Massachusetts, territorially considered, constitutes, not exceeding, in round numbers, one four hundred and forty-eighth part of the Union to which she belongs; or far less than the proportion which a single degree bears to the three hundred and sixty degrees of a cir-

cle. The bull's hide mentioned in Virgil's epic, would nearly enclose her.*

**Table exhibiting the areas of the several States and Territories of the United States in square miles and acres.*

FREE STATES.	SQ. MILES.	ACRES.	SLAVE STATES.	SQ. MILES.	ACRES.
Maine,	35,000	22,400,000	Delaware,	2,120	1,356,800
New Hampshire,	8,030	5,139,200	Maryland,	11,000	7,040,000
Vermont,	8,000	5,120,000	Virginia,	61,352	39,265,280
Massachusetts,	7,250	4,640,000	North Carolina,	45,500	29,120,000
Rhode Island,	1,200	768,000	South Carolina,	28,000	17,920,000
Connecticut,	4,750	3,040,000	Georgia,	58,000	37,120,000
New York,	46,000	29,440,000	Kentucky,	37,680	24,115,200
New Jersey,	6,851	4,384,640	Tennessee,	44,000	28,160,000
Pennsylvania,	47,000	30,080,000	Louisiana,	46,431	29,715,840
Ohio,	39,964	25,576,960	Mississippi,	47,147	30,174,080
Indiana,	33,809	21,637,760	Alabama,	50,722	32,462,080
Illinois,	55,405	35,459,200	Missouri,	67,380	43,123,200
Michigan,	56,243	35,995,520	Arkansas,	52,198	33,406,720
Iowa,	50,914	32,584,960	Florida,	59,268	37,931,520
Wisconsin,	53,924	34,511,360	Texas, (if bounded by *Rio Grande*,)	325,520	208,332,800
Total,	454,340	290,777,600	District of Columbia,	50	32,000
			Total,	936,368	599,275,520

Territory north and west of Mississippi River and east of the Rocky Mountains.

	MILES.	ACRES.
Bounded north by 49° North latitude; east, by Mississippi River; south, by the State of Iowa and Platte River, and west by the Rocky Mountains,	723,248	462,878,720
Indian Territory, situated west of Arkansas and Missouri, and south of Platte River,	248,851	159,264,640
Old North West Territory, balance remaining east of Mississippi River, and northwest of Wisconsin,	22,336	14,295,040
Oregon Territory west of Rocky Mountains,	341,463	218,536,320
Total of old territory not organized into States,	1,335,898	854,974,720

	MILES.	ACRES.
California,	448,691	287,162,240
New Mexico,	77,387	49,527,680
Total,	526,078	336,689,920

Grand Aggregate.

	SQUARE MILES.	ACRES.
Total in Free States,	454,340	290,777,600
Total in Slave States,	936,368	599,275,520
Total in States,	1,390,708	890,053,120
Total, old territory,	1,335,898	854,974,720
Total, new territory,	526,078	336,689,920
Total,	3,252,684	2,081,717,760

In other elements of national greatness,—in mineral resources, in productiveness of soil, and in natural facilities for internal intercourse,—she falls far below even this insignificant fraction. She has not an inland bay; not a navigable river; no gold is scattered among her sands; granite is her best mineral, and ice the only pearl to be found in her waters.

So far, too, as political power, founded on numbers, is concerned, Massachusetts is shrinking hardly less rapidly than in the relative compass of her borders. Out of two hundred and thirty representatives in the national Congress, she has but ten; and the next census, now so soon to be taken, will seriously reduce this meagre proportion. In the first Congress, she had eight out of sixty-five; or one in eight, (and a fraction,) instead of one in twenty-three, as at present, with waning prospects for the future. In the presidential election of the current year, she gives but twelve out of two hundred and ninety votes. In choosing electors, therefore, in declaring war and in making peace, and in all the mighty interests, political and moral, that depend upon war and peace; in the deep pecuniary stake which every commercial and manufacturing people have in questions of foreign commerce and domestic currency; and in all civil, military, and diplomatic appointments, which require the concurrence of the Senate, Massachusetts is at the mercy of her sisters; and if those sisters become imperious and aggressive, as some of them give significant tokens of becoming, she must succumb and suffer, like the abused Cordelia amid the haughty Gonerils and Regans of the family.

This picture is no fancy-sketch. It is drawn from the original without the exaggeration of a color or a line. We are confronted by these stern realities, these incontrovertible facts;

	MILES.
Length of the Atlantic Coast to the mouth of St. Mary's River, - -	1,450
From mouth of St. Mary's River to Cape of Florida, - - - -	450
Gulf Coast to mouth of the Sabine River, - - - - - -	1,200
Total, - - - - - - - - - - - - - -	3,100

Those states where the public lands are situated, are generally exclusive of lakes, ponds, &c. Marshes are estimated.

The territories include such waters as are interior.

and no illusions of a poetic temperament, no complacent retrospection over periods of past renown, can avert or delay our impending fate. Like the foolish bird which supposes it can avoid danger by hiding its head from its pursuer, we may hide our eyes and avert our thoughts from all contemplation of the fortunes that await us, but those fortunes will nevertheless overtake us, with a speed that we cannot escape from, and a resistlessness that we cannot overcome.

What, then, shall save our native and beloved State from vanishing quite away;—from being unknown in the counsels of the nation, and lost to the history of the world? In our domestic legislation, and in all our social relationships, what policy shall prevail, and by what spirit shall we be animated, in order to avert so deplorable a fate? Has not every patriot, every worthy son of a Pilgrim sire, an answer at hand? If Massachusetts can no longer challenge respect on account of her numbers, she must challenge it on account of her character. If she is no longer visible by her magnitude, she must become so by her light. She must be like Hesper, "fairest of all the train of night," and compensate for the diminutiveness of her size by the intenseness of her brilliancy.

Let us reflect, then, in the first place, that Massachusetts has an absolute, as well as a relative, existence. She exists for her present people and for their posterity, as well as for the Union at large. Though relatively declining, when compared with the whole country, yet there is an actual and constant increase in her numbers. Within her narrow borders, she will soon have a million of people; and what finite power can adequately comprehend the joys and sorrows, the hopes and fears, the honor or shame, of a million of human beings belonging to the same generation; or sum up the fearful aggregate of happiness or misery for themselves and their descendants.

Let us thank Heaven, too, that there are other standards of greatness besides vastness of territory; and other forms of wealth besides mineral deposits or agricultural exuberance. Though every hill were a Potosi, though every valley, like that of the Nile, were rank with fatness, yet might a nation be poor

in the most desperate sense;—benighted in the darkness of barbarism, and judgment-stricken of Heaven for its sins. A State has local boundaries which it cannot rightfully transcend; but the realm of intelligence, the sphere of charity, the moral domain in which the soul can expand and expatiate, are illimitable,—vast and boundless as the omnipresence of the Being that created them. Worldly treasure is of that nature that rust may corrupt, or the moth destroy, or thieves steal; but, even upon the earth, there are mental treasures which are unapproachable by fraud, impregnable to violence, and whose value does not perish, but is redoubled with the using. A State, then, is not necessarily fated to insignificance because its dimensions are narrow, nor doomed to obscurity and powerlessness because its numbers are few. Athens was small; yet, low as were her moral aims, she lighted up the whole earth as a lamp lights up a temple. Judea was small; but her prophets and her teachers were, and will continue to be, the guides of the world. The narrow strip of half-cultivable land, that lies between her eastern and western boundaries, is not Massachusetts; but her noble and incorruptible men, her pure and exalted women, the children in all her schools, whose daily lessons are the preludes and rehearsals of the great duties of life, and the prophecies of future eminence,—THESE ARE THE STATE.

Under the Providence of God, our means of education are the grand machinery by which the "raw material" of human nature can be worked up into inventors and discoverers, into skilled artisans and scientific farmers, into scholars and jurists, into the founders of benevolent institutions, and the great expounders of ethical and theological science. By means of early education, those embryos of talent may be quickened, which will solve the difficult problems of political and economical law; and by them, too, the genius may be kindled which will blaze forth in the Poets of Humanity. Our schools, far more than they have done, may supply the Presidents and Professors of Colleges, and Superintendents of Public Instruction, all over the land; and send, not only into our sister states, but across the Atlantic, the men of practical science, to superintend the

construction of the great works of art. Here, too, may those judicial powers be developed and invigorated, which will make legal principles so clear and convincing as to prevent appeals to force; and, should the clouds of war ever lower over our country, some hero may be found,—the nursling of our schools, and ready to become the leader of our armies,—that best of all heroes, who will secure the glories of a peace, unstained by the magnificent murders of the battle-field.

The fortunes of a State depend upon antecedent causes, working with greater or less energy, through longer or shorter periods of time. By virtue of this universal law, the future condition of the people of Massachusetts will be modified, and, to a great extent, determined, by the force of causes now put in operation. Enlightened reason discerns the connection between cause and effect; it measures the efficiency of causes; and thus, to a great extent, it is able to adopt and adapt means to the accomplishment of designed ends. Feeble and erring, as is the reason of man, yet, in this attribute, far more nearly than in any other, does he preserve the Divine image in which he was originally formed. Supposing matter to have been first created by the fiat of the Almighty, a substantial and beautiful analogy may be traced between the methods pursued by the Creator and the creature, in the formation of the works of their hands. When the fulness of time for creating the Parent of the human race had arrived, we must suppose the idea or archetype of a *Man* to have existed in the Divine Mind, as really as "the dust of the earth" from which he was to be formed existed in His hand; and that, in obedience to the Sovereign Volition, all the elements of which Man is composed,—the oxygen, the hydrogen, the nitrogen, the carbon, and all the rest,—were brought together, and were arranged into his hundreds of bones and of muscles, his thousands of blood-vessels, and his millions of nerves;—in fine, into his limbs, and into the manifold apparatus of his senses; into that wonderful organ, the heart; and, if any thing can surpass the heart as a miracle of creative power, into that still more wonderful organ, the brain;—we must suppose, I say, that the elements for the formation of this work

were assigned, each to its appropriate place, until God saw the noble and majestic structure of the human form before him, perfect in all its parts. At a vast distance, but still in humble imitation of the Divine processes, does man proceed for the completion of every work of his hands. The Architect, for instance, through the medium of his senses, acquires a knowledge of all the various properties of all the substances which enter into the construction of an edifice. By his reason, he discovers the special uses and capabilities of all the materials to be employed. Then, in the solitude of his closet, or in the darkness of midnight, he revives, in his mind, the images of all the substances and ingredients necessary to his work; he measures and arranges, and combines *the ideas* of them; he applies to them the architectural laws of fitness, proportion, and strength, until, at last, the grand conception of the edifice,—whether sacred temple or human dwelling,—rises in his mind, complete from foundation to turret. *He brings together and adjusts the ideas of things, just as an omnipotent arm would bring together and adjust the ponderous things themselves.* After this, he orders the materials to be collected from their respective localities,—it may be from different quarters of the globe,—the wood from the forest, the marble from the quarry, the iron from the mine, the bricks from the clay-pit, the glass, the furniture, the tapestry, and so forth, each from its place, until that ideal image, which had before risen up in the silent recesses of his mind, now stands forth in full and majestic proportions, embodied in visible and enduring substance, and supplying, for centuries to come, a fit place for the dwelling of man, or for the worship of God. So, when the Garden of Eden was planted, and when every tree that is pleasant to the sight and good for use, was made to grow out of the ground, we must suppose that the Creator, proceeding upon the perfect ideas already in His mind, mingled together, in due proportion, those few chemical elements, which, in their various combinations, make up the almost infinite varieties of the vegetable world, until all of nourishment, and perfume, and beauty, which enters into our imagination of Paradise, clustered, and glowed, and bloomed around, and filled the air with its sweets. In like manner, the gardener, who wishes to bring to-

gether, within a narrow compass, specimens of the various plants and flowers, that grow between the equator and the arctic, first acquires a knowledge of whatever he would cultivate; he classifies them, and arranges all the classes in his mind, according to their respective natures; he encloses and prepares his grounds; and then he gathers together seed, and plant, and vine, indigenous and exotic;—on some he pours a double portion of the sun; some he removes into the shade; others he buries in darkness to imitate the growth of caverns; and others still, he surrounds with ice, to reproduce the dwarfish vegetation of the frigid zone; for some, he prepares a soil dry as an Arabian desert, and, for others, he makes an artificial pool;—until that which, at first, was only a bodiless creation of fancy in the mind of the designer, becomes a utility and an embellishment, sustaining the life, and ministering to the luxury, of men.

Now, it is the especial province and function of the statesman and the lawgiver,—of all those, indeed, whose influence moulds or modifies public opinion,—to study out the eternal principles which conduce to the strength, wisdom, and righteousness of a community;—to search for these principles as for hidden riches; to strive for them, as one would strive for his life;—and then to form public institutions in accordance with them. And he is not worthy to be called a statesman, he is not worthy to be a lawgiver or leader among men, who, either through the weakness of his head, or the selfishness of his heart, is incapable of marshalling, in his mind, the great ideas of knowledge, justice, temperance, and obedience to the laws of God,—on which foundation alone, the structure of human welfare can be erected;—who is not capable of organizing these ideas into a system, and then of putting that system into operation, as a mechanic does a machine. This only is true statesmanship.

The chief men in society, whether they derive their preëminence from birth, or wealth, or office, or superiority in natural endowments, are mainly responsible for the institutions they leave behind them; because it is in their power to form or conform those institutions, according to their own ideas of excellence. The leading spirits of one of the great nations of an-

tiquity had no higher idea of female excellence than that of personal beauty and the attractions of voluptuousness; and hence their brightest and most boasted female ornament was a courtezan. The leading spirits of that other ancient nation, whose perpetual and disgraceful boast it was, that it had conquered the whole world, were proud to trace back their ferocious lineage, through patrician and regal blood, to the wolf that suckled their founder;—a tradition, which, whether fact or fiction, is full of allegoric truth. The founders of communities, contemporaneous with our own, and now component parts of this republic, filled their veins, at their birth, with the cancerous blood of Slavery; which has now spread itself over and corrupted their whole organism; and yet the tormented sufferer contends for his disease as for his life,—fights for the devil that rends him; because, as he affirms, the exorcism of the evil spirit will be death to himself. For centuries, a leading feature in the policy of Great Britain towards Ireland, was the utter abolition of all education which did not conform to the government standard of theology, and was not administered by teachers of its own choosing. None but a *Protestant* was allowed to keep a school. From 1709 to 1782, any Roman Catholic, who should presume to be a schoolmaster, or assistant to a schoolmaster, *or even a tutor in a private family*, was to be transported; and if the party returned, then he was to be adjudged guilty of high treason, and to be hung, drawn and quartered! A great portion of the present agony of starving, diseased, distracted Ireland, is directly referable to the ignorance which has resulted from those imperial interdicts against knowledge. No other acts of British oppression have been so fatal in driving sanity out of the head, and kindness out of the heart, of that maddened country, as the cruel laws by which every child in Ireland was prohibited from nourishing himself with a grain of knowledge, unless he would swallow with it a scruple of theology. These are a few specimens taken from the great store-house of history, showing how those who enact laws and organize public institutions, pre-determine the fate of the masses. And are not all those, who control legislation and lead public opinion among ourselves, adjured, by these admonitions of history, as well as by the voice

of conscience, and the precepts of Christianity, to form a model idea of a healthy, industrious, frugal, temperate, wise, Christian Commonwealth, and then to exert all their faculties, and all their activities, in turning this idea into a living reality?

Without undervaluing any other human agency, it may be safely affirmed that the Common School, improved and energized, as it can easily be, may become the most effective and benignant of all the forces of civilization. Two reasons sustain this position. In the first place, there is a universality in its operation, which can be affirmed of no other institution whatever. If administered in the spirit of justice and conciliation, all the rising generation may be brought within the circle of its reformatory and elevating influences. And, in the second place, the materials upon which it operates are so pliant and ductile as to be susceptible of assuming a greater variety of forms than any other earthly work of the Creator. The inflexibility and ruggedness of the oak, when compared with the lithe sapling or the tender germ, are but feeble emblems to typify the docility of childhood, when contrasted with the obduracy and intractableness of man. It is these inherent advantages of the Common School, which, in our own State, have produced results so striking, from a system so imperfect, and an administration so feeble. In teaching the blind, and the deaf and dumb, in kindling the latent spark of intelligence that lurks in an idiot's mind, and in the more holy work of reforming abandoned and outcast children, education has proved what it can do, by glorious experiments. These wonders, it has done in its infancy, and with the lights of a limited experience; but, when its faculties shall be fully developed, when it shall be trained to wield its mighty energies for the protection of society against the giant vices which now invade and torment it;—against intemperance, avarice, war, slavery, bigotry, the woes of want and the wickedness of waste,—then, there will not be a height to which these enemies of the race can escape, which it will not scale, nor a Titan among them all, whom it will not slay.

I proceed, then, in endeavoring to show how the true business of the schoolroom connects itself, and becomes identical, with the great interests of society. The former is the infant,

immature state of those interests; the latter, their developed, adult state. As "the child is father to the man," so may the training of the schoolroom expand into the institutions and fortunes of the State.

PHYSICAL EDUCATION.

In the worldly prosperity of mankind, Health and Strength are indispensable ingredients. Reflect, for a moment, what an inroad upon the comfort of a family and its means of support, is a case of chronic sickness or debility, in a single one of its members. Should a farmer contract to support, and to continue to pay, his laborer, or a manufacturer his operative, whether able or unable to work, they would demand a serious abatement of wages, as a premium for the risk. But, whatever drawback a sick member would be to the pecuniary prosperity of a family, or a sick laborer to that of an employer bound to support him, just such a drawback is a sick or disabled member of the community to the financial prosperity of the State to which he belongs. The amount of loss consequent upon such sickness or disability may not be drawn out of the public treasury, but it is subtracted from the common property of the State, in a way still more injurious than if the same amount of gold were taken from the public coffers by warrant of the executive. Money, so taken, would be transferred to another hand. It would still exist. But the want of health and strength is a dead loss to the community; and, whenever the next valuation is taken, there will be a corresponding deficit in the aggregate of national property. Hence, every citizen, as such, is pecuniarily interested in the health and strength of all his fellow-citizens. It is right, therefore, that he should look upon them all, not only as a benevolent and Christian man would do, pitying and succoring their misfortunes; but he should look upon them, also, as a man of business;—as one who contributes, or is bound to contribute, to a reserved fund, from which all the non-producing sick and valetudinary are supported.

Men see this community of interests plainly enough, when sickness comes in the form of a pestilence, and decimates and

re-decimates a city; arresting all the currents of business, gathering the well about the sick-bed or the hearse, or scattering them abroad with fear. But in the aggregate of its periods of sickness, and in the number of its victims, the plague itself is less destructive to human life than the ordinary and stereotyped causes of mortality, which familiarity has bereft of their terrors. It is the concentration of its havoc that makes pestilence terrific. This concentration, men's senses can perceive, and therefore they are affrighted. But, to the eye of reason, that is most alarming which is most injurious; and it is this eye with which a statesman or philosopher should look when he takes a survey of human interests.

Leaving out, then, for the present purpose, all consideration of the pains of sickness and the anguish of bereavement, the momentous truth still remains, that sickness and premature death are positive evils for the statesman and political economist to cope with. The earth, as a hospital for the diseased, would soon wear out the love of life; and if but the half of mankind were sick, famine, from non-production, would speedily threaten the whole.

Now modern science has made nothing more certain, than that both good and ill health are the direct result of causes, mainly within our own control. In other words, the health of the race is dependent upon the conduct of the race. The health of the individual is determined primarily by his parents; secondarily, by himself. The vigorous growth of the body, its strength and its activity, its powers of endurance, and its length of life, on the one hand; and dwarfishness, sluggishness, infirmity, and premature death, on the other, are all the subjects of unchangeable laws. These laws are ordained of God; but the knowledge of them is left to our diligence, and the observance of them to our free agency. These laws are very few; they are so simple that all can understand them, and so beautiful that the pleasure of contemplating them, even independent of their utility, is a tenfold reward for all the labor of their acquisition. The laws, I repeat, are few. The circumstances, however, under which they are to be applied, are exceedingly various and complicated. These circumstances embrace the

almost infinite varieties of our daily life;—exercise and rest; sleeping and watching; eating, drinking, and abstinence; the affections and passions; exposure to vicissitudes of temperature, to dryness and humidity, to the effluvia and exhalations of dead animal or decaying vegetable matter;—in fine, they embrace all cases where excesses, indiscretions, or exposures, may induce disease; or where exercise, temperance, cleanliness, and pure air, may avert it. Hence it would be wholly impossible to write out any code of "Rules and Regulations," applicable to all cases. So, too, the occasions for applying the laws to new circumstances recur so continually that no man can have a Mentor at his side, in the form of a physician or physiologist, to direct his conduct in new emergencies. Even the most favored individual, in ninety-nine cases in a hundred, must prescribe for himself. And hence the uncompromising necessity that all children should be instructed in these laws; and not only instructed, but that they should receive such a *training*, during the whole course of pupilage, as to enlist the mighty forces of habit on the side of obedience; and that their judgment also should be so developed and matured that they will be able to discriminate between different combinations of circumstances, and to adapt, in each case, the regimen to the exigency.

Looking to the various disorders and disabilities, which, as every one's experience or observation shows him, do invade and prostrate the human frame, some may be slow to believe that all men, or even the majority of them, will ever be able to administer to those which fall to their share. But, in the first place, it may be remarked that a judicious course of physical training, faithfully observed through all the years of infancy, childhood, and adolescence, will avert a vast proportion of the pains and distempers, that now besiege and subdue the human system, or some of its vital organs; and hence, that one may safely be ignorant of symptoms and of remedies which he will never have occasion to recognize or to use;—as one who seeks a residence remote from wild beasts has no practical occasion to know how they are hunted;—and, in the next place, that, if every one does not know, in all cases, how

to prescribe for himself, yet he may always know what part of his machinery is out of order, and how necessary it is to apply promptly to a repairer. Even such a degree of anatomical knowledge as enables one to point out the suffering organ is of great value; for, doubtless, not merely children but ignorant men have killed themselves by giving a false location to their malady; or, which is the same kind of error, have caused their physician so to prescribe as to inflict disease on a sound organ, instead of healing a diseased one. It is not every one that can inform a dentist which tooth is the offender.

But to the objection, that all men and women cannot be physicians, the decisive answer is, that the physician must be acquainted with the Laws of Disease, which are countless in number, and are ever developing new symptoms. But the sound man or woman needs to be acquainted only with the Laws of Health, which are few, and whose results, though acting upon different systems, are substantially uniform. The pharmacopœia of the physician embraces nearly all minerals and all vegetables, and several of the more offensive classes of the animal kingdom, with the various mechanical or chemical combinations which can be formed from or among them. But the whole pharmacopœia of the healthy man comprises but little more than pure water and pure air, simple viands, vegetables, and bread. In quality, they are as different as in number;—as different as the sweet and savory contents of store-room and larder from those acrid and mephitic substances, which make the druggist's warehouse a universal conservatory of particular abominations.

Is it too much, then, to say, that the leaders of society, whether makers of law, or creators of custom and fashion, are bound, by the most solemn obligations of duty, as well as by interest, to curtail the ravages of sickness and untimely death; and, as far as possible, to make health and longevity the common property of men? The civil government takes cognizance of pauperism, and men of worldly substance are obliged to bear its expenses. The disabilities of ill health, and the pecuniary losses by early death, are among the leading causes of pauperism. He, therefore, who would prevent the latter, must prevent the

former. The civil government exercises penal jurisdiction over crimes, and over the grosser vices; and is it not true that many of those morbid appetites and unnatural desires that seek to assuage their longings by indulgence and excess, have their origin in the action of a distempered body upon the mind, rather than of the mind upon the body? Indeed, how often have pure and pious hearts encountered a relentless antagonist to their highest and most devout resolves and aspirations, in the pruriences and hankerings of the body in which they were imprisoned! Many a waspish man would become amiable, if he could be hung on a new set of nerves. Many a misanthropic disposition would warm into kindliness, could the acrid humors of the body be evaporated or washed away. The dyspeptic contends with evil spirits, "blue and black," against whom the eupeptic bears an invincible charm.

The civil government, too, is bound to provide for the insane;—both for the security of the sane, and for the recovery or amelioration of the insane. The diseases incident to several bodily organs give direct birth to insanity. A disease of the brain induces it at once. Indeed, insanity is often only an exacerbation of some bodily disorder. As a brook swells into a river, so the inflammation of certain organs matures into insanity. General health would greatly reduce the size of those deplorable necessities of an imperfect civilization,—Hospitals for the Insane.

In extraordinary emergencies, governments do not hesitate to interfere for preventing the spread of contagion, and for excluding the media through which diseases are propagated. When sudden pestilence breaks out in a city, the infected district is put under a bar of non-intercourse with the healthy. When a crew of men, or a cargo of merchandise, arrives from an infected port, a quarantine is enforced. In these cases, the civil magistracy acts under the impulse of fear. But has not government a capacity of reflection and of foresight, as well as a susceptibility to fear? Is a civilized government of modern times to be classified with those orders of existence that have propensity and appetite merely, but not reason and providence? If not, then surely is the government bound to do all

it can against the wastings of ill health, and the havoc of unnecessary death; and it is bound to use equal vigilance, whether these calamities invade us from abroad, or are born of home-bred ignorance and folly. And, as has been before intimated, who does not know that the aggregate suffering and loss from general and diffused causes of ill health are indefinitely greater than from the sudden irruption or outbreak of all the contagions and epidemics with which we are ever afflicted? For this greater evil, then, society is bound to provide,—not a remedy, but something better than a remedy,—a preventive. Intelligence and obedience would be an antidote, sovereign in its efficacy, and universal in its applicability.

Now it is beyond all question, that, with the rarest exceptions, every child in the Commonwealth may be indued with this intelligence; and, what is equally important, trained to conforming personal habits. Enlightened by knowledge, and impelled by the force of early and long-continued habit, he would not only see the reasonableness of adapting his regimen to his condition in the varying circumstances of life, but he would feel a personal interest in doing so, as men now feel a personal interest in procuring the gratifications of money or of power. Habit and knowledge will coincide; they will draw in the same direction; they will not be antagonists, as is now so generally the case with those adult men who acquire sound knowledge after bad habits have been enthroned,—the blind force of the latter spurning all the arguments and warnings of the former. This work may be mainly done, during the period of non-age, or before children are emancipated from parental control. Let a child wash himself all over every morning, for sixteen years, and he will as soon go without his breakfast as his bath. This is but a specimen of the effect of a long-continued observance of Nature's "Health Regulations."

Not only will a general knowledge of Human Physiology, or the Laws of Health, do much to supersede the necessity of a knowledge of Pathology, or the Laws of Disease; but the former is as much better than the latter as prevention is better than remedy;—as much better as all the comforts and securities of an unburnt dwelling are than two thirds of its value in

money from the insurance office. A general diffusion of physiological knowledge will save millions annually to the State. It will gradually revolutionize many of the absurd customs and usages of society,—conforming them more and more to the rules of reason and true enjoyment, and withdrawing them more and more from the equally vicious extremes of barbarism and of artificial life. It will restrain the caprices and follies of Fashion, in regard to dress and amusement, and subordinate its ridiculous excesses to the laws of health and decency. It will reproduce the obliterated lines that once divided day and night. It will secure cleanliness and purity, more intimate and personal than any the laundress can supply. It will teach men "to eat that they may live, instead of living that they may eat." When Satan approaches in that form, in which he has hitherto been most seductive and successful,—the form of intoxicating beverages,—those who wear the talisman of this science will have an antidote against his temptations. It is a lesson of unspeakable importance, to learn that nourishment and not pleasure is the primary object of food. God, indeed, in his benevolence, has made the reception of this food not only reparative but pleasant. But to lose sight of the first object, in a brutish desire for the second, is voluntarily to alter our position in the scale of being; and, from the rank of men, to descend to the order of beasts. Physiology would reverse the ancient fable, and transform into men the swine who now sit at epicurean tables, and drink of the Circean cup. Every intelligent man deplores the almost universal condition of our dwelling-houses and public edifices, which have been built without regard to the necessities of the human system for pure air. Were Physiology universally understood, no man would think of erecting a mansion, without an apparatus for its thorough ventilation, at all times, any more than without windows for the admission of light. Apertures and flues for the ingress and egress of air, into and from sitting-rooms and sleeping-rooms, are as necessary to the architectural idea of a well-finished house, as nasal orifices are to the anatomical idea of a man; and a dwelling without the means of ventilation is as incomplete and as unsightly as a man without a nose. A knowledge of this science

would establish a new standard of beauty,—the classic standard of the Greeks, in which strength was a primary and indispensable element;—and it would demonstrate the unspeakable folly and guilt of those matrimonial alliances, where hereditary disease, and even insanity itself, are wedded, and the health, mind, and happiness, of a family of children are sacrificed, for the mercenary object of a dowry.

But an immunity from expense, privation, pain, and bereavement, is not the only boon connected with health and longevity. Sound health is not merely the negation of ill; it is a medium through which alone we can gain access to many invaluable blessings. It enhances every pleasure, and is indispensable to the full performance of almost every duty. The elements environ us with fatal dangers, against which health is our only preserver. The vicissitudes of the climate must be encountered. We have no power to arrest the north wind that congeals by its cold, nor the south that dissolves by its heat. The humidity of one part of the year, and the aridness of another, are equally beyond human control. As our planet wheels around the sun, now turning up our hemisphere to its vertical and fervid rays, and now, by its oblique position, reducing temperature to an opposite extreme, we have no choice but to attend its circuit, and abide its changes. It is certain, that nothing but health will enable us to survive exposure to these natural extremes. A thousand causes exist, too, which engender impurity in the air we breathe,—we ourselves being the principal. Nothing but knowledge can enable us to eliminate the grossest of these noxious ingredients; and nothing but health to resist the poison of those which remain. The waste, constantly going on in the particles that compose our bodies, lays us under an ever-recurring necessity to replenish their exhausted substance by the reception of food. And here, if the food we take is not subjected to the transforming and assimilating power of the alimentary organs,—a power which is wholly lost with the loss of health,—it will prove our destruction. Each of our organs is an avenue, through which death may invade us; and innumerable deaths,—that is, innumerable agencies, each one of which has the power of causing death, hold perpetual siege

at every avenue, and watch for an opportunity to enter and destroy. And yet, air and nourishment, heat and cold, moisture and dryness, we must encounter, and we must have; for they are the permanent conditions of our being. How intelligible, then, and how authoritative, does the doctrine become, that high health, and high health alone, is harmony with nature! A person without high health is just as much at war with nature, as a guilty soul is at war with the spirit of God; and the struggles of our frail bodies against the resistless might of the elements, will be as unavailing as that of our souls against the retributions of Omnipotence.

The capacities of the body for resisting the force of the elements, and for appropriating and assimilating the substances around it into its own substance, is one thing; its capacities for labor are another. Let any man, who has fallen from a state of vigorous health to that of a valetudinary, compare his standard of "a day's work" in the one state with that in the other, and he can then form a better estimate of the value of the health that measures the difference between the two conditions. Sound health opens new and more lucrative employments to its possessor. Ill health often closes a career of the highest usefulness; and though the mind may have been prepared, by splendid natural endowments, and by years of study and experience, to lead forward the race in the march of civilization, yet it is stricken down in the midst of its beneficence, by the assaults of disease; and thus the onward movement of humanity is arrested, or becomes retrograde, and must wait through another cycle for another leader. What great works, in art, in science, and in morals, have been left unfinished, or unattempted, by reason of the slow decays, or the sudden extinction, of health and of life! When any man of sense has an important work to perform, the first thing he does is to provide a fitting instrument,—a tool, a machine, or whatever it may be,—with which the work can be done. Health is the prime instrument for the performance of all the labors of life.

One more idea is inseparable from this subject. When the religious man reflects, that our bodies are God's workmanship, he sees that the laws impressed upon them can be no less than

God's laws. If these laws, then, are God's laws, we are bound to recognize and obey them. We are bound to obey a law which God has impressed upon the body, on the same principle that we are bound to obey a law which he has impressed upon the soul. And, here, how pertinent and forcible, is the great idea which has been set forth so distinctly by a late writer,* that, when we know a law to be God's law, it matters not by what means we may have arrived at the knowledge; the law becomes imperatively and equally binding upon us. Between the law of the body and the law of the soul, there may, indeed, sometimes arise what we call a conflict of duty, when the subordinate obligation of the former must yield to the supremacy of the latter; but this refers to relative importance, and not to inherent obligation.

My general conclusion, then, under this head, is, that it is the duty of all the governing minds in society,—whether in office or out of it,—to diffuse a knowledge of these beautiful and beneficent laws of health and life, throughout the length and breadth of the State;—to popularize them; to make them, in the first place, the common acquisition of all, and, through education and custom, the common inheritance of all; so that the healthful habits naturally growing out of their observance, shall be inbred in the people; exemplified in the personal regimen of each individual; incorporated into the economy of every household; observable in all private dwellings, and in all public edifices, especially in those buildings which are erected by capitalists for the residence of their work-people, or for renting to the poorer classes; obeyed, by supplying cities with pure water; by providing public baths, public walks, and public squares; by rural cemeteries; by the drainage and sewerage of populous towns, and in whatever else may promote the general salubrity of the atmosphere;—in fine, by a religious observance of all those sanitary regulations with which modern science has blessed the world.

For this thorough diffusion of sanitary intelligence, the Common School is the only agency. It is, however, an adequate

* Mr. George Combe.

agency. Let Human Physiology be introduced as an indispensable branch of study into our Public Schools; let no teacher be approved who is not master of its leading principles, and of their applications to the varying circumstances of life; let all the older classes in the schools be regularly and rigidly examined upon this study by the school committees, and a speedy change would come over our personal habits, over our domestic usages, and over the public arrangements of society. Temperance and moderation would not be such strangers at the table. Fashion, like European sovereigns, if not compelled to abdicate and fly, would be forced to compromise for the continued possession of her throne, by the surrender to her subjects of many of their natural rights. A sixth order of architecture would be invented,—the Hygienic,—which, without subtracting at all from the beauty of any other order, would add a new element of utility to them all. The "Health Regulations" of cities would be issued in a revised code,—a code that would bear the scrutiny of science. And, as the result and reward of all, a race of men and women, loftier in stature, firmer in structure, fairer in form, and better able to perform the duties and bear the burdens of life, would revisit the earth. The minikin specimens of the race, who now go on dwindling and tapering from parent to child, would reäscend to manhood and womanhood. Just in proportion as the laws of health and life were discovered and obeyed, would pain, disease, insanity, and untimely death, cease from among men. Consumption would remain; but it would be consumption in the active sense.

INTELLECTUAL EDUCATION, AS A MEANS OF REMOVING POVERTY, AND SECURING ABUNDANCE.

Another cardinal object which the government of Massachusetts, and all the influential men in the State should propose to themselves, is the physical well-being of all the people,—the sufficiency, comfort, competence, of every individual, in regard to food, raiment, and shelter. And these necessaries and conveniences of life should be obtained by each individual for himself, or by each family for themselves, rather than accepted

from the hand of charity, or extorted by poor-laws. It is not averred that this most desirable result can, in all instances, be obtained; but it is, nevertheless, the end to be aimed at. True statesmanship and true political economy, not less than true philanthropy, present this perfect theory as the goal, to be more and more closely approximated by our imperfect practice. The desire to achieve such a result cannot be regarded as an unreasonable ambition; for, though all mankind were well-fed, well-clothed, and well-housed, they might still be but half-civilized.

Poverty is a public as well as a private evil. There is no physical law necessitating its existence. The earth contains abundant resources for ten times,—doubtless for twenty times,—its present inhabitants. Cold, hunger, and nakedness, are not, like death, an inevitable lot. There are many single States in this Union which could supply an abundance of edible products for the inhabitants of the thirty States that compose it. There are single States, capable of raising a sufficient quantity of cotton to clothe the whole nation; and there are other States having sufficient factories and machinery to manufacture it. The coal fields of Pennsylvania are sufficiently abundant to keep every house in the land, at the temperature of 65°, for centuries to come. Were there to be a competition, on the one hand, to supply wool for every conceivable fabric; and, on the other hand, to wear out these fabrics as fast as possible, the single State of New York would beat the whole country. There is, indeed, no assignable limit to the capacities of the earth for producing whatever is necessary for the sustenance, comfort, and improvement of the race. Indigence, therefore, and the miseries and degradations incident to indigence, seem to be no part of the eternal ordinances of Heaven. The bounty of God is not brought into question, or suspicion, by its existence; for man who suffers it might have avoided it. Even the wealth which the world now has on hand is more than sufficient to supply all the rational wants of every individual in it. Privations and sufferings exist, not from the smallness of its sum, but from the inequality of its distribution. Poverty is set over against profusion. In some, all healthy appetite is cloyed and sickened by repletion; while

in others, the stomach seems to be a supernumerary organ in the system; or, like the human eye or human lungs before birth, is waiting to be transferred to some other region, where its functions may come into use. One gorgeous palace absorbs all the labor and expense that might have made a thousand hovels comfortable. That one man may ride in carriages of oriental luxury, hundreds of other men are turned into beasts of burden. To supply a superfluous wardrobe for the gratification of one man's pride, a thousand women and children shiver with cold; and for every flash of the diamonds that royalty wears, there is a tear of distress in the poor man's dwelling. Not one Lazarus, but a hundred, sit at the gate of Dives. Tantalus is no fiction. The ancient one might have been fabulous; but the modern ones are terrible realities. Millions are perishing in the midst of superfluities.

According to the European theory, men are divided into classes,—some to toil and earn, others to seize and enjoy. According to the Massachusetts theory, all are to have an equal chance for earning, and equal security in the enjoyment of what they earn. The latter tends to equality of condition; the former to the grossest inequalities. Tried by any Christian standard of morals, or even by any of the better sort of heathen standards, can any one hesitate, for a moment, in declaring which of the two will produce the greater amount of human welfare; and which, therefore, is the more conformable to the Divine will? The European theory is blind to what constitutes the highest glory, as well as the highest duty, of a State. Its advocates and admirers are forgetful of that which should be their highest ambition, and proud of that which constitutes their shame. How can any one, possessed of the attributes of humanity, look with satisfaction upon the splendid treasures, the golden regalia, deposited in the Tower of London, or in Windsor Palace, each "an India in itself," while thousands around are dying of starvation; or have been made criminals by the combined forces of temptation and neglect? The present condition of Ireland cancels all the glories of the British crown. The brilliant conception which symbolizes the nationality of Great Britain as a superb temple, whose massive

and grand proportions are upheld and adorned by the four hundred and thirty Corinthian columns of the aristocracy, is turned into a loathing and a scorn, when we behold the five millions of paupers that cower and shiver at its base. The galleries and fountains of Versailles, the Louvre of Paris, her Notre Dame, and her Madeleine, though multiplied by thousands in number and in brilliancy, would be no atonement for the hundred thousand Parisian *ouvriers*, without bread and without work. The galleries of painting and of sculpture, at Rome, at Munich, or at Dresden, which body forth the divinest ideals ever executed or ever conceived, are but an abomination in the sight of Heaven and of all good men, while actual, living beings,—beings that have hearts to palpitate, and nerves to agonize, and affections to be crushed or corrupted,—are experimenting, all around them, upon the capacities of human nature for suffering and for sin. Where standards like these exist, and are upheld by council and by court, by fashion and by law, *Christianity is yet to be discovered.* At least, it is yet to be applied in practice to the social condition of men.

Our ambition, as a State, should trace itself to a different origin, and propose to itself a different object. Its flame should be lighted at the skies. Its radiance and its warmth should reach the darkest and the coldest abodes of men. It should seek the solution of such problems as these: To what extent can competence displace pauperism? How nearly can we free ourselves from the low-minded and the vicious; not by their expatriation, but by their elevation? To what extent can the resources and powers of nature be converted into human welfare; the peaceful arts of life be advanced, and the vast treasures of human talent and genius be developed? How much of suffering, in all its forms, can be relieved; or, what is better than relief, how much can be prevented? Cannot the classes of crimes be lessened, and the number of criminals, in each class, be diminished? Our exemplars, both for public and for private imitation, should be the parables of the lost sheep and of the lost piece of silver. When we have spread competence through all the abodes of poverty; when we have substituted knowledge for ignorance, in the minds of the whole people;

when we have reformed the vicious and reclaimed the criminal; then may we invite all neighboring nations to behold the spectacle, and say to them, in the conscious elation of virtue, "Rejoice with me," for I have found that which was lost. Until that day shall arrive, our duties will not be wholly fulfilled, and our ambition will have new honors to win.

But, is it not true, that Massachusetts, in some respects, instead of adhering more and more closely to her own theory, is becoming emulous of the baneful examples of Europe? The distance between the two extremes of society is lengthening, instead of being abridged. With every generation, fortunes increase, on the one hand, and some new privation is added to poverty, on the other. We are verging towards those extremes of opulence and of penury, each of which unhumanizes the human mind. A perpetual struggle for the bare necessaries of life, without the ability to obtain them, makes men wolfish. Avarice, on the other hand, sees, in all the victims of misery around it,—not objects for pity and succor,—but only crude materials to be worked up into more money.

I suppose it to be the universal sentiment of all those who mingle any ingredient of benevolence with their notions on Political Economy, that vast and overshadowing private fortunes are among the greatest dangers to which the happiness of the people in a republic can be subjected. Such fortunes would create a feudalism of a new kind; but one more oppressive and unrelenting than that of the Middle Ages. The feudal lords in England, and on the continent, never held their retainers in a more abject condition of servitude, than the great majority of foreign manufacturers and capitalists hold their operatives and laborers at the present day. The means employed are different, but the similarity in results is striking. What force did then, money does now. The villein of the Middle Ages had no spot of earth on which he could live, unless one were granted to him by his lord. The operative or laborer of the present day has no employment, and therefore no bread, unless the capitalist will accept his services. The vassal had no shelter but such as his master provided for him. Not one in five thousand of English operatives, or farm laborers, is able to build or own

even a hovel; and therefore they must accept such shelter as Capital offers them. The baron prescribed his own terms to his retainers; those terms were peremptory, and the serf must submit or perish. The British manufacturer or farmer prescribes the rate of wages he will give to his work-people; he reduces these wages under whatever pretext he pleases; and they too have no alternative but submission or starvation. In some respects, indeed, the condition of the modern dependant is more forlorn than that of the corresponding serf class in former times. Some attributes of the patriarchal relation did spring up between the lord and his lieges, to soften the harsh relations subsisting between them. Hence came some oversight of the condition of children, some relief in sickness, some protection and support in the decrepitude of age. But only in instances comparatively few, have kindly offices smoothed the rugged relation between British Capital and British Labor. The children of the work-people are abandoned to their fate; and, notwithstanding the privations they suffer, and the dangers they threaten, no power in the realm has yet been able to secure them an education; and when the adult laborer is prostrated by sickness, or eventually worn out by toil and age, the poor-house, which has all along been his destination, becomes his destiny.

Now two or three things will doubtless be admitted to be true, beyond all controversy, in regard to Massachusetts. By its industrial condition, and its business operations, it is exposed, far beyond any other state in the Union, to the fatal extremes of overgrown wealth and desperate poverty. Its population is far more dense than that of any other state. It is four or five times more dense than the average of all the other states, taken together; and density of population has always been one of the proximate causes of social inequality. According to population and territorial extent, there is far more capital in Massachusetts,—capital which is movable, and instantaneously available,—than in any other state in the Union; and probably both these qualifications respecting population and territory could be omitted without endangering the truth of the assertion. It has been recently stated, in a very respectable public journal, on the

authority of a writer conversant with the subject, that, from the last of June, 1846, to the 1st of August, 1848, the amount of money invested, by the citizens of Massachusetts, "in manufacturing cities, railroads, and other improvements," is "fifty-seven millions of dollars, of which more than fifty has been paid in and expended." The dividends to be received by citizens of Massachusetts from June, 1848, to April, 1849, are estimated, by the same writer, at ten millions, and the annual increase of capital at "little short of twenty-two millions." If this be so, are we not in danger of naturalizing and domesticating among ourselves those hideous evils which are always engendered between Capital and Labor, when all the capital is in the hands of one class, and all the labor is thrown upon another?

Now, surely, nothing but Universal Education can counterwork this tendency to the domination of capital and the servility of labor. If one class possesses all the wealth and the education, while the residue of society is ignorant and poor, it matters not by what name the relation between them may be called; the latter, in fact and in truth, will be the servile dependants and subjects of the former. But if education be equably diffused, it will draw property after it, by the strongest of all attractions; for such a thing never did happen, and never can happen, as that an intelligent and practical body of men should be permanently poor. Property and labor, in different classes, are essentially antagonistic; but property and labor, in the same class, are essentially fraternal. The people of Massachusetts have, in some degree, appreciated the truth, that the unexampled prosperity of the State,—its comfort, its competence, its general intelligence and virtue,—is attributable to the education, more or less perfect, which all its people have received; but are they sensible of a fact equally important?—namely, that it is to this same education that two thirds of the people are indebted for not being, to-day, the vassals of as severe a tyranny, in the form of capital, as the lower classes of Europe are bound to in the form of brute force.

Education, then, beyond all other devices of human origin, is the great equalizer of the conditions of men—the balance-wheel of the social machinery. I do not here mean that it so elevates

the moral nature as to make men disdain and abhor the oppression of their fellow-men. This idea pertains to another of its attributes. But I mean that it gives each man the independence and the means, by which he can resist the selfishness of other men. It does better than to disarm the poor of their hostility towards the rich; it prevents being poor. Agrarianism is the revenge of poverty against wealth. The wanton destruction of the property of others,—the burning of hay-ricks and corn-ricks, the demolition of machinery, because it supersedes hand-labor, the sprinkling of vitriol on rich dresses,—is only agrarianism run mad. Education prevents both the revenge and the madness. On the other hand, a fellow-feeling for one's class or caste is the common instinct of hearts not wholly sunk in selfish regards for person, or for family. The spread of education, by enlarging the cultivated class or caste, will open a wider area over which the social feelings will expand; and, if this education should be universal and complete, it would do more than all things else to obliterate factitious distinctions in society.

The main idea set forth in the creeds of some political reformers, or revolutionizers, is, that some people are poor *because* others are rich. This idea supposes a fixed amount of property in the community, which, by fraud or force, or arbitrary law, is unequally divided among men; and the problem presented for solution is, how to transfer a portion of this property from those who are supposed to have too much, to those who feel and know that they have too little. At this point, both their theory and their expectation of reform stop. But the beneficent power of education would not be exhausted, even though it should peaceably abolish all the miseries that spring from the coëxistence, side by side, of enormous wealth and squalid want. It has a higher function. Beyond the power of diffusing old wealth, it has the prerogative of creating new. It is a thousand times more lucrative than fraud; and adds a thousand fold more to a nation's resources than the most successful conquests. Knaves and robbers can obtain only what was before possessed by others. But education creates or develops new treasures,—treasures not before possessed or dreamed of by any one.

Had mankind been endowed with only the instincts and faculties of the brute creation, there are hundreds of the irrational tribes, to which they would have been inferior, and of which they would have been the prey. Did they, with other animals, roam a common forest, how many of their fellow-tenants of the wood would overcome them by superior force, or outstrip them by greater fleetness, or circumvent them by a sharper cunning! There are but few of the irrational tribes whose bodies are not better provided with the means of defence or attack than is the body of a man. The claws and canine teeth of the lion, and of the whole tiger family, the beak and talons of the eagle and the vulture, the speed of the deer, and of other timid races, are means of assault or of escape far superior to any we possess; and all the power which we have, like so many of the reptile and insect classes, of secreting a deadly venom, either for protection or for aggression, has relation to moral venom, and not to physical.

In a few lines, nowhere surpassed, in philosophic strength and beauty, Pope groups together the remarkable qualities of several different races of animals,—the strength of one class, the genial covering of another, the fleetness of a third. He brings, vividly, to our recollection, the lynx's vision of excelling keenness; the sagacity of the hound, that reads a name or a sign in the last vanishing odor of a foot-print; the exquisite fineness of the spider's touch; and that chemical nicety by which the bee discriminates between honey and poison in the same flower-cup. He then closes with an interrogatory, which has human reason both for its subject and its object:—

> "The powers of all, subdued by thee alone,
> *Is not thy Reason all these powers in one?*"

When Pope, now a little more than a century ago, mingled these beauties with his didactic strains, he had no conception, the world, at that time, had no conception, of other powers and properties, infinitely more energetic and more exhaustless than all which the animal races possess, to which the reason of man is an equivalent. It was not then known, that God had endued the earth and the elements with energies and activities as much

superior to those which animals or men possess, as the bulk and frame of the earth itself exceeds their diminutive proportions. It was not then known that the earth is a great reservoir of powers, and that any man is free to use any quantity of them, if he will but possess himself of the Key of Knowledge,—the only key, but the infallible one, by which to unlock their gates. At that time, if a philosopher wished to operate a mechanical toy, he could lift or pump a few gallons of water for a moving power; but it was not understood that nature, by the processes of evaporation and condensation, is constantly lifting up into the sky, and pouring back upon the earth, all the mass of waters that flow in all the rivers of the world; and that, in order to perform the work of the world, the weight of all these waters might be used again and again, in each one of their perpetual circuits.* The power-press and the power-loom; the steamboat and the locomotive; the paper machine and the telegraph, were not then known. All these instruments of human comfort and aggrandizement, and others almost innumerable, similar to them, are operated by the energies and the velocities of Nature; and had Pope grouped together all the splendid profusion and prodigality of her powers, he might still have appealed to man, and said,

"*Is not thy Reason all these powers in one?*"

To the weight of waters, the velocity of winds, the expansive force of heat, and other kindred agencies, any man may go, and he may draw from them as much as he pleases, without money and without price; or rather, I should say, any educated man may go; for nature flouts and scorns, and seems to abhor an ignorant man. She drowns him, and consumes him, and tears him in pieces, if he but ventures to profane, with his touch, her divinely wrought machinery.

Now, these powers of nature, by being enlisted in the service of man, ADD to the wealth of the world;—unlike robbery, or slavery, or agrarianism, which aim only at the appropriation, by

* The waters of the Blackstone river, which flows partly in Massachusetts, and partly in Rhode Island, are used for driving mills, twenty-five times over, in a distance of less than forty miles.

one man, or one class, of the wealth belonging to another man or class. One man, with a Foudrinier, will make more paper in a twelve-month than all Egypt could have made in a hundred years, during the reign of the Ptolemies. One man, with a power-press, will print books faster than a million of scribes could copy them, before the invention of printing. One man, with an iron-foundry, will make more utensils or machinery than Tubal-Cain could have made, had he worked diligently till this time.* And so in all the departments of mechanical labor; in the whole circle of the useful arts. These powers of nature are able to give, to all the inhabitants of the earth, not merely shelter, covering, and food, but all the means of refinement, embellishment, and mental improvement. In the most strict and literal sense, they are bounties which God gives for proficiency in knowledge.

The above ideas are beginning to be pretty well understood by all men of respectable intelligence. I have adverted to them, not so much on their own account, as by way of introduction or preface to two or three considerations, which certainly are not understood, or not appreciated, as they deserve to be.

It is a remarkable fact, that human progress, even in regard to the worldly interests of the race, did not begin with those improvements which are most closely allied to material prosperity. One would have supposed, beforehand, that improvements would commence with the near, rather than with the remote. Yet mankind had made great advances in astronomy, in geometry, and other mathematical sciences; in the writing of history, in oratory, and in poetry; it is supposed, by many, to have reached the highest point of yet attained perfection in painting and in sculpture, and in those kinds of architecture which may be called regal or religious, centuries before the great mechanical discoveries and inventions which now bless the world, were brought to light. And the question has often forced itself upon reflecting minds, why there was this preposterous-

* In 1740, the whole amount of iron made in England and Wales, was 17,000 tons; in 1840, it was more than 1,000,000 tons, notwithstanding all that had been manufactured and accumulated in the intervening century. What would a Jewish or a Roman artificer have said to an annual product of a million tons of iron?

ness, this inversion of what would appear to be the natural order of progress. Why was it, for instance, that men should have learned the courses of the stars, and the revolutions of the planets, before they found out how to make a good wagon wheel? Why was it, that they built the Parthenon and the Colosseum, before they knew how to construct a comfortable, healthful dwelling-house? Why did they construct the Roman aqueducts before they constructed a saw-mill? Or, why did they achieve the noblest models, in eloquence, in poetry, and in the drama, before they invented movable types? I think we have now arrived at a point where we can unriddle this enigma. *The labor of the world has been performed by ignorant men;*—by classes doomed to ignorance, from sire to son;—by the bondmen and bond-women of the Jews; by the helots of Sparta; by the captives who passed under the Roman yoke; and by the villeins, and serfs, and slaves, of more modern times. The masters,—the aristocratic or patrician orders,—not only disdained labor for themselves and their children, which was one fatal mistake, but they supposed that knowledge was of no use to a laborer, which was a mistake still more fatal. Hence, ignorance, for almost six thousand years, has gone on plying its animal muscles, and dropping its bloody sweat, and never discovered any way, nor dreamed that there was any way, by which it might accomplish many times more work, with many times less labor. And yet, nothing is more true, than that an ignorant man will toil all his life long, moving to and fro, within an inch of some great discovery, and will never see it. All the elements of a great discovery may fall into his hands, or be thrust into his face, but his eyes will be too blind to behold it. If he is a slave, what motive has he to behold it? Its greater profitableness will not redound to his benefit, for another stands ready to seize all the gain. Its abridgment of labor will not conduce to his ease, for other toils await him. But the moment an intelligent man applies himself to labor, and labors for his own benefit, or for that of his family, he begins to inquire whether the same task cannot be performed with a less expenditure of strength, or a greater task with an equal expenditure. He makes his wits save his bones. He finds it to be

easier to think than to work; nay, that it is easier both to think and work, than to work without thinking. He foresees a prize as the reward of successful effort, and this stimulates his brain to deep contrivance, as well as his arms to rapid motion. Taking, for illustration, the result of an experiment which has been actually made, let us suppose this intelligent laborer to be employed in moving blocks of squared granite, each weighing 1080 pounds. To move such a block along the floor of a roughly chiselled quarry, requires a force equal to 758 pounds. An ignorant man, therefore, must employ and pay several assistants, or he can never move such a block an inch. But to draw the same block over a floor of planks, will require a force of only 652 pounds. The expense of one assistant, therefore, might be dispensed with. Placed on a platform of wood, and drawn over the same floor, a draft of 606 pounds would be sufficient. By soaping the two surfaces of the wood, the requisite force would be reduced to 182 pounds. Placed on rollers, three inches in diameter, a force equal to 34 pounds would be sufficient. Substituting a wooden for a stone floor, and the requisite force is 28 pounds. With the same rollers, on a wooden platform, 22 pounds only would be required. And, now, by the invention and use of locomotives and railroads, a traction or draft of between *three* and *four* pounds is found to be sufficient to move a body weighing 1080 pounds. Thus, the amount of force necessary to remove the body is reduced about two hundred times. Now, take away from these steps the single element of intelligence, and each improvement would have been impossible. The ignorant man would never have discovered how nearly synonymous are freight and friction.

If a savage will learn how to swim, he can fasten a dozen pounds' weight to his back, and transport it across a narrow river, or other body of water of moderate width. If he will invent an axe, or other instrument, by which to cut down a tree, he can use the tree for a float, and one of its limbs for a paddle, and can thus transport many times the former weight, many times the former distance. Hollowing out his log, he will increase, what may be called, its tonnage,—or, rather, its *poundage*,—and, by sharpening its ends, it will cleave the water

both more easily and more swiftly. Fastening several trees together, he makes a raft, and thus increases the buoyant power of his embryo water-craft. Turning up the ends of small poles, or using knees of timber instead of straight pieces, and grooving them together, or filling up the interstices between them, in some other way, so as to make them water-tight, he brings his rude raft literally into *ship-shape*. Improving upon hull below and rigging above, he makes a proud merchantman, to be wafted by the winds from continent to continent. But, even this does not content the adventurous naval architect. He frames iron arms for his ship; and, for oars, affixes iron wheels, capable of swift revolution, and stronger than the strong sea. Into iron-walled cavities in her bosom, he puts iron organs of massive structure and strength, and of cohesion insoluble by fire. Within these, he kindles a small volcano; and then, like a sentient and rational existence, this wonderful creation of his hands cleaves oceans, breasts tides, defies tempests, and bears its living and jubilant freight around the globe. Now, take away intelligence from the ship-builder, and the steamship,—that miracle of human art,—falls back into a floating log; the log itself is lost; and the savage swimmer, bearing his dozen pounds on his back, alone remains.

And so it is, not in one department only, but in the whole circle of human labors. The annihilation of the sun would no more certainly be followed by darkness, than the extinction of human intelligence would plunge the race at once into the weakness and helplessness of barbarism. To have created such beings as we are, and to have placed them in this world, without the light of the sun, would be no more cruel than for a government to suffer its laboring classes to grow up without knowledge.

In this fact, then, we find a solution of the problem that so long embarrassed inquirers. The reason why the mechanical and useful arts,—those arts which have done so much to civilize mankind, and which have given comforts and luxuries to the common laborer of the present day, such as kings and queens could not command three centuries ago,—the reason why these arts made no progress; and, until recently, indeed, can

hardly be said to have had any thing more than a beginning, is, that the labor of the world was performed by ignorant men. As soon as some degree of intelligence dawned upon the workman, then a corresponding degree of improvement in his work followed. At first, this intelligence was confined to a very small number, and, therefore, improvements were few, and they followed each other only after long intervals. They uniformly began in the nations, and among the classes, where there was most intelligence. The middle classes of England, and the people of Holland and Scotland, have done a hundred times more than all the eastern hemisphere besides. What single improvement in art, or discovery in science, has ever originated in Spain, or throughout the vast empire of the Russias? But, just in proportion as intelligence,—that is, education,—has quickened and stimulated a greater and a greater number of minds, just in the same proportion have inventions and discoveries increased in their wonderfulness, and in the rapidity of their succession. The progression has been rather geometrical than arithmetical. By the laws of nature, it must be so. If, among ten well educated children, the chance is, that, at least, one of them will originate some new and useful process in the arts, or will discover some new scientific principle, or some new application of one, then among a hundred such well educated children, there is a moral certainty that there will be more than ten such originators or discoverers of new utilities; for the action of the mind is like the action of fire;—one billet of wood will hardly burn alone, though dry as suns and north-west winds can make it, and though placed in the range of a current of air; ten such billets will burn well together; but a hundred will create a heat fifty times as intense as ten; will make a current of air to fan their own flame, and consume even greenness itself.

For the creation of wealth, then,—for the existence of a wealthy people and a wealthy nation,—intelligence is the grand condition. The number of improvers will increase, as the intellectual constituency, if I may so call it, increases. In former times, and in most parts of the world even at the present day, not one man in a million has ever had such a development of

mind, as made it possible for him to become a contributor to art or science. Let this development precede, and contributions, numberless, and of inestimable value, will be sure to follow. That Political Economy, therefore, which busies itself about capital and labor, supply and demand, interest and rents, favorable and unfavorable balances of trade; but leaves out of account the element of a wide-spread mental development, is nought but stupendous folly. The greatest of all the arts in political economy is, to change a consumer into a producer; and the next greatest is, to increase the producer's producing power; —an end to be directly attained, by increasing his intelligence. For mere delving, an ignorant man is but little better than a swine, whom he so much resembles in his appetites, and surpasses in his powers of mischief.

But there is a class of persons who are not unwilling to concede the advantages which education has over ignorance, both in the more rapid and perfect performance of all kinds of labor, and in the creation of all those mechanical instruments, through which nature stands ready to do the work of the world; but, while they acknowledge all this, they seem to think that the argument in favor of knowledge has lost much of its force; because mechanical ingenuity and scientific discovery must have nearly reached the outermost limit of possible advancement;—that either the powers of nature are exhausted, or human genius is in its decrepitude. The past achievements of the mind excite their admiration, but not their hope. They are regarded as the measure of what man can perform, but not as the promise of what he is yet to perform. They are accepted, not as a little earnest-money, but as full payment.

Now, the view which I am constrained to take of the history and destiny of man, is exactly the contrary of this one. I hold all past achievements of the human mind to be rather in the nature of prophecy than of fulfilment;—the first-fruits of the beneficence of God, in endowing us with the faculties of perception, comparison, calculation, and causality, rather than the full harvest of their eventual development. For, look at the magnificent creation into which we have been brought, and at the adaptation of our faculties to understand, admire, and use it.

All around us, are works worthy of an Infinite God; and we are led, by irresistible evidence, to believe, that just so far as we acquire His knowledge, we shall be endued with His power. From history and from consciousness, we find ourselves capable of ever onward improvement, and, therefore, it seems to be a denial of first principles,—it seems no better than impiety,—to suppose that we shall ever become such finished scholars, that the works of the All-wise will have no new problem for our solution, and will, therefore, be able to teach us no longer. Nor is it any less than impiety to suppose that we shall ever so completely enlist the powers of nature in our service, that exhausted Omnipotence can reward our industry with no further bounties. This would be to suppose that we shall arrive at a period when our active and progressive natures will become passive and stationary; when we shall have nothing to do but to sit in indolent and inglorious contemplation of past achievements; and when, all aspirations having been lost in fruition, we shall have outlived the joys of hope and the rewards of effort, and no new glories will beckon us onward to new felicities.

Neither our faculties, nor their spheres of action, seem to have been projected on any such narrow plan. Ever-expanding powers are within us; eternity lies before us; and an Infinite Being, amidst His works, is the adorable object of these faculties, throughout this eternity. These, no height of attainment, which our powers will ever reach, and no length of duration to which the cycles of eternity shall ever have run, will enable us to exhaust, or fully to comprehend. To affirm the contrary, would be to affirm that our finite minds can embrace and encircle their Infinite Author, as his mind embraces and encircles ours. Our relation to our Maker, then, is a moral phase of the problem of the asymptote,—a line forever approaching a point which it can never reach.

And if we believe in our individual capacity for indefinite improvement, why should we doubt the capacity of the race for continued progress, as long as it dwells upon the earth? Can man "by searching find out God," in a physical sense, any more than in a moral one; or can all the generations of the race, by the longest and the profoundest investigations, ever

fathom the depths of eternal wisdom and power, as they are incorporated into this earthly frame? However far, then, science and art may push their explorations, there will always be a frontier bounding their advances; there will always be a *terra incognita*, beyond the regions they have surveyed,—beyond the utmost verge of the horizon which the eye can see from the topmost pinnacle of existing discoveries. Each new adventurer can gain new trophies by penetrating still deeper into the illimitable solitudes, where alone Omnipotence dwells and works. The most perfect instrument which the brightest genius of any age may ever construct, will be excelled by another instrument, made after a higher ideal of perfection by the brighter genius of a succeeding age. The most rapid processes of art known to any generation will be accelerated in the generation that shall follow it, and science will be found not only a plant of perennial growth, but, in each succeeding age, it will bear blossoms of a more celestial splendor, and fruits of beneficence unknown before.

Astronomers now tell us, that the sun is not a stationary orb, fixed and immovable at one place in the heavens; as, since the days of Copernicus, it had been supposed to be; but that, in some far-off region of immensity, at a distance wholly inconceivable by us, there is a central point of attraction, around which our sun, with its attendant train of planets, is performing a magnificent revolution; just as, within their narrow orbits, the planets of our local system are revolving about the sun. They tell us, further, that the circumference of this solar orbit is so vast, that, during the six thousand years which are supposed to have elapsed since the creation of Adam, the sun has not yet travelled through so much as one of the three hundred and sixty degrees that make up its mighty circle;—not through so much as one of those hundreds of astronomical spaces, through which it must move before it will complete a single revolution. What number of these immense circuits, the earth is destined to perform, or what part even of a single revolution it will accomplish, before it will meet with some such catastrophe, as will unfit it to be the abode of a race like ours, we know not; but we have no reason to believe, even if the

mighty years of the solar revolutions should equal the number of our terrestrial years since the creation of Adam, that the race will ever have exhausted the earth of all the latent capacities for ministering to the improvement and happiness of man, with which God has endued it. No invention or discovery will ever be made, upon which the author can stand, and lift up his proud voice and exclaim, *I have found the last miracle of the miracle-working God.*

Now, so far as these natural and yet undeveloped resources of the earth are hereafter to be brought to light, and made the ministering servants of human welfare; we suppose they are to be brought to light by the exercise of the human faculties;—in the same way that all the scientific and mechanical improvements of past times have been brought to light,—that is, by education. And the greater the proportion of minds in any community, which are educated, and the more thorough and complete the education which is given them, the more rapidly, through these sublime stages of progress, will that community advance in all the means of enjoyment and elevation; and the more will it outstrip and outshine its less educated neighbors. The advance-guard of education and intelligence will gather the virgin wealth of whatever region they explore as the reward of their knowledge, just as the Portuguese reaped the great harvest of the riches of India as their reward for discovering the new route to India.

I know that it may be said, and said, too, not without a certain measure of truth, that, when a more intelligent community has made a discovery in science, or devised or perfected the processes of any art, a less intelligent community by its side may adopt and copy them; and thus make the improvements their own, by possession, though the invention belonged to another. After a bold navigator has opened a new channel of commerce, and, while he is gathering the first fruits of his sagacity, the stupid or the predatory may follow in his wake, and share the gains of his enterprise. Dr. Franklin may discover the uses of the lightning-rod; but, when once discovered, and the manner of its use exhibited, any half-taught son of Vulcan can make and erect one, by copying the given model. When a school-

boy of New England has invented the cotton-gin, or perfected cotton machinery, the slaves of the south, stupid and ignorant as cattle,—"according to the form of the statute in such cases made and provided,"—can operate them with a greater or less degree of success and profit. But there are two considerations which show how inferior the condition of the aping community must always be to that of the originating one.

In the first place, all copying is in the nature of empiricism. The copyist operates blindly, and not on principle; and therefore he is constantly exposed to failure. In untried emergencies, he never knows what to do; for the light of example shines only in one direction; while it is the very nature of principle, like its Divine Author, to circumfuse its beams, and so to leave no darkness in any direction.

And, in the second place, even supposing the aping community to be able, after long delays and toils, to equal the originating one; still, before the period shall have elapsed which the pupil will require for studying out or copying the old lesson, his master will have studied out some new one;—will have discovered some new improvement, diffusive of new utility, and radiant with new beauty;—so that the distance will be kept as great as ever between him and the learner.

The slave states of this Union may buy cotton-machinery made by the intelligent mechanics of the free states, and they may train their slaves to work it with more or less skill; but, should they succeed ever so well; should they eventually become able to meet their entire home demand; it will nevertheless be true, that, in the mean time, the new wants and refinements, generated by the progress of the age, will demand some new fabric, requiring, for its manufacture, either more ingeniously-wrought machinery, or greater skill in the operator; and thus will the more educated community forever keep ahead of the less educated one. The progress of mankind may be compared to an ascending spiral. In moving upward along this spiral, the less intelligent community will see the more intelligent one at a point above its head. It will labor on to overtake it; and, making another toilsome circuit, will at length reach the place where the victor had been seen; but, lo! the victor is

not there; he, too, has made a circuit along the ascending curve, and is still far aloft, above the head of his pursuer.

Another common idea is this: it is supposed that intelligence in workmen is relatively less important in agricultural labors, than in the mechanic and manufacturing arts. The great agricultural staples of the country,—corn, cotton, sugar, rice, and so forth,—have been stigmatized, or at least characterized, as "coarser" products, and, therefore, requiring less skill and science for their culture and improvement than the fabrics of the loom and the workshop. This may be true, but I am, by no means, convinced of its truth. It seems to me, that there is, as yet, no adequate proof, that skill and science, if applied to agriculture, will not yield practical benefits, as copious and as wonderful as any that have rewarded the mechanician or the artisan, in any department of their labors. Why vegetable growths, so exquisite in their organization, animated by the mysterious principle of life, and so susceptive of all the influences of climate, whether good or ill;—why these should be called "coarser" than iron ore, or other unorganized metals, or any kind of wealth that is found in mines; or why cotton or flax, wool or leather, wood or grain, should be denominated "coarser," before they have been deprived of the principle of life than after it, and before they have lost the marvellous power of assimilating inorganic matter to their own peculiar substance, it is not easy to perceive. May it not yet be found, that a better knowledge of the laws that govern vegetable growth; a better knowledge of the properties and adaptations of different soils; a better knowledge of the conditions of fructification and germination, and of the mysterious chemistry that determines the quality of texture, color, flavor, and perfume; a better knowledge of the uncombined gases, and of the effect of light, heat, electricity, and other imponderable agents upon the size, rapidity, and variegation of vegetable growths;—in fine, a better knowledge of Vegetable Physiology, and of that, too, which may be called Vegetable Pathology, will redeem the whole circle of agricultural occupations from the stigma of requiring less intelligent cultivators than are required for other pursuits; and thus supply a new and irresistible argument in favor of diffusing a vastly increased

amount of knowledge among our free field-laborers, and our rural population generally? The marvellous improvements which have been made under the auspices of the Massachusetts Horticultural Society, in horticulture, floriculture, and pomology, already betoken such a result.*

Now it is in these various ways that all the means of human subsistence, comfort, improvement,—or what, in one word, we call wealth,—are created;—additional wealth, new wealth,—not another man's earnings, not another nation's treasures or lands, tricked away by fraud, or wrested by force,—but substantially, and, for all practical purposes, knowledge-created, mind-created wealth; as much so, as though we had been endued with a miraculous power of turning a granite quarry into a city, at a word; or a wilderness into cultivated fields; or of commanding harvests to ripen in a day. To see a community acquiring and redoubling its wealth in this way; enriching itself without impoverishing others, without despoiling others, is it not a noble spectacle! And will not the community that gains its wealth in this way, ten times faster than any robber-nation ever did by plunder,—will not such a community be a model and a pattern for the nations; a type of excellence to be admired and followed by the world? Has Massachusetts no ambition to win the palm in so glorious a rivalry?

But suppose that Massachusetts, notwithstanding her deplorable inferiority, in all natural resources, as compared with other States, should be content to be their equal only in the means of education, and in the development of the intelligence of her present children and her future citizens;—down, down to what a despicable depth of inferiority would she suddenly plunge! Her ancient glory would become dim. No historian, no orator, no poet, would rise up among her children. Her sons would cease, as now, to fill chairs in the halls of learning in more than half the States of the Union. Her jurists would no longer expound the laws of nature, of nations, and of states,

* As an illustration of the value of knowledge in agricultural pursuits, it may be mentioned, that the researches and discoveries, by M. Meneville, in regard to the fly which was lately so destructive to the olive in the south of France, have increased the annual product of this fruit almost a million of dollars' worth. When would an ignorant man, or a slave, have made such a discovery?

to guide the judicial tribunals of the country. Her skilled artisans and master mechanics would not be sought for, wherever, throughout the land, educated labor is wanted. Her ship-captains would be driven home from every ocean by more successful competitors. At home, a narrowing in the range of thought and action; a lowering of the tone of life and enterprise; a straitening in the means of living and of culture; a sinking in spirit, and in all laudable and generous ambitions; the rearing of sons to obscurity and of daughters to vulgarity, would mark the incoming of a degenerate age;—an age too ignorant to know its own ignorance; too shameless to mourn its degradation; and too spiritless even to rise with recuperative energy from its guilty fall. But little less disastrous would it be to stop where we now are, instead of pressing onward with invigorated strength to a further goal. What has been done is not the fulfilment or consummation of our work. It only affords better vantage-ground, from which our successors can start anew, in a nobler career of improvement. And if there is any one thing for which the friends of humanity have reason to join in a universal song of thanksgiving to Heaven, it is, that there is a large and an increasing body of people in Massachusetts who cannot be beguiled or persuaded into the belief that our Common Schools are what they may and should be; and who, with the sincerest good-will and warmest affections towards the higher institutions of learning, are yet resolved that the education of the people at large,—of the sons and daughters of farmers, mechanics, tradesmen, operatives, and laborers of all kinds,—shall be carried to a point of perfection indefinitely higher than it has yet reached.*

* In the letter of the Honorable Abbott Lawrence, making a donation of fifty thousand dollars, for the purpose of founding a Scientific School at Cambridge, (to which he has since added fifty thousand dollars more,) the following expression occurs:—"Elementary education appears to be well provided for in Massachusetts." And, in the Memorial in behalf of the three Colleges,—Harvard, Amherst, and Williams,—presented to the Legislature, in January, 1848, and signed by each of the three Presidents of those institutions, it is said:—"The provision [in Massachusetts] for elementary education, * * * seems to be all that can be desired, or that can be advantageously done by the Legislature." The average salaries of female teachers throughout the State, at the time when these declarations were made, was only $8 55 a month, (exclusive of board,) which, as the average length of the schools was only eight months, would give to this

POLITICAL EDUCATION.

The necessity of general intelligence,—that is, of education, (for I use the terms as substantially synonymous; because general intelligence can never exist without general education, and general education will be sure to produce general intelligence,)—the necessity of general intelligence, under a republican form of government, like most other very important truths, has become a very trite one. It is so trite, indeed, as to have lost much of its force by its familiarity. Almost all the champions of education seize upon this argument, first of all; because it is so simple as to be understood by the ignorant, and so strong as to convince the sceptical. Nothing would be easier than to follow in the train of so many writers, and to demonstrate, by logic, by history, and by the nature of the case, that a republican form of government, without intelligence in the people, must be, on a vast scale, what a mad-house, without superintendent or keepers, would be, on a small one;—the despotism of a few succeeded by universal anarchy, and anarchy by despotism, with no change but from bad to worse. Want of space and time alike forbid me to attempt any full development of the merits of this theme; but yet, in the closing one of a series of reports, partaking somewhat of the nature of a summary of former arguments, an omission of this topic would suggest to the comprehensive mind the idea of incompleteness.

That the affairs of a great nation or state are exceedingly complicated and momentous, no one will dispute. Nor will it

most faithful and meritorious class of persons, but $68 40 a year. The whole value of the apparatus, in all the schools of the State, was but $23,826. And the whole number of volumes in their libraries was only 91,539, or an average of but twenty-five volumes for each school. In accordance with the prayer of the Memorial, the Committee on Education reported a bill, making a grant of half a million of dollars to the colleges. The House of Representatives, after maturely considering the bill, changed the destination of the money from the Colleges to the Common Schools, and then passed it. The donation of Mr. Lawrence will be highly beneficial to the few hundreds of students who will have the direct enjoyment of his munificence; and, through them, it will also benefit the State. So, too, would the contemplated grant to the colleges. Thus far, it is believed, all liberal minds will agree. But what is needed, is, the universal prevalence of the further idea, that there are two hundred thousand children in the State, each one of whom would be far more than proportionally benefited by the expenditure for their improved education of one tenth part of sums so liberal.

be questioned that the degree of intelligence that superintends, should be proportioned to the magnitude of the interests superintended. He who scoops out a wooden dish needs less skill than the maker of a steam-engine or a telescope. The dealer in small wares requires less knowledge than the merchant who exports and imports to and from all quarters of the globe. An ambassador cannot execute his functions with the stock of attainments or of talents sufficient for a parish clerk. Indeed, it is clear, that the want of *adequate* intelligence,—of intelligence *commensurate* with the nature of the duties to be performed,—will bring ruin or disaster upon any department. A merchant loses his intelligence, and he becomes a bankrupt. A lawyer loses his intelligence, and he forfeits all the interests of his clients. Intelligence abandons a physician, and his patients die, with more than the pains of natural dissolution. Should judges upon the bench be bereft of this guide, what havoc would be made of the property and the innocence of men! Let this counsellor be taken from executive officers, and the penalties due to the wicked would be visited upon the righteous, while the rewards and immunities of the righteous would be bestowed upon the guilty. And so, should intelligence desert the halls of legislation, weakness, rashness, contradiction, and error, would glare out from every page of the statute book. Now, as a republican government represents almost all interests, whether social, civil, or military, the necessity of a degree of intelligence adequate to the due administration of them all, is so self-evident, that a bare statement is the best argument.

But in the possession of this attribute of intelligence, elective legislators will never far surpass their electors. By a natural law, like that which regulates the equilibrium of fluids, elector and elected, appointer and appointee, tend to the same level. It is not more certain that a wise and enlightened constituency will refuse to invest a reckless and profligate man with office, or discard him if accidentally chosen, than it is that a foolish or immoral constituency will discard or eject a wise man. This law of assimilation, between the choosers and the chosen, results, not only from the fact that the voter originally selects his representative according to the affinities of good or of ill,

of wisdom or of folly, which exist between them; but if the legislator enacts or favors a law which is too wise for the constituent to understand, or too just for him to approve, the next election will set him aside as certainly as if he had made open merchandise of the dearest interests of the people, by perjury and for a bribe. And if the infinitely Just and Good, in giving laws to the Jews, recognized the "hardness of their hearts," how much more will an earthly ruler recognize the baseness or wickedness of the people, when his heart is as hard as theirs! In a republican government, legislators are a mirror reflecting the moral countenance of their constituents. And hence it is, that the establishment of a republican government, without well-appointed and efficient means for the universal education of the people, is the most rash and fool-hardy experiment ever tried by man. Its fatal results may not be immediately developed,—they may not follow as the thunder follows the lightning,—for time is an element in maturing them, and the calamity is too great to be prepared in a day; but, like the slow-accumulating avalanche, they will grow more terrific by delay, and, at length, though it may be at a late hour, will overwhelm with ruin whatever lies athwart their path. It may be an easy thing to make a Republic; but it is a very laborious thing to make Republicans; and woe to the republic that rests upon no better foundations than ignorance, selfishness, and passion. Such a republic may grow in numbers and in wealth. As an avaricious man adds acres to his lands, so its rapacious government may increase its own darkness by annexing provinces and states to its ignorant domain. Its armies may be invincible, and its fleets may strike terror into nations on the opposite sides of the globe, at the same hour. Vast in its extent, and enriched with all the prodigality of nature, it may possess every capacity and opportunity of being great, and of doing good. But if such a Republic be devoid of intelligence, it will only the more closely resemble an obscene giant who has waxed strong in his youth, and grown wanton in his strength; whose brain has been developed only in the region of the appetites and passions, and not in the organs of reason and conscience; and who, therefore, is boastful of his bulk alone, and

glories in the weight of his heel and in the destruction of his arm. Such a republic, with all its noble capacities for beneficence, will rush with the speed of a whirlwind to an ignominious end; and all good men of after-times would be fain to weep over its downfall, did not their scorn and contempt at its folly and its wickedness, repress all sorrow for its fate.

As the merits of this subject cannot even be sketched on the present occasion, I will confine myself to a single illustration, showing how an unenlightened people will permit, and sometimes will even require, that their government should injure their own interests.

A universal function of government,—one that has pertained to every government that has ever existed, and doubtless will continue to do so while the world stands,—is the collection of revenues. The government must be maintained; but it has no power of earning or of creating wealth to defray its own expenses. It must, therefore, be supported by revenues derived from the people.

In absolute despotisms, arbitrary exactions are made upon all the possessors of wealth; or upon all but a few excepted favorites. Where a pretence for such exactions is wanted, acts which are not crimes are declared to be criminal, so that the ruler may claim a forfeiture, or penalty, for the performance of deeds, which, before any tribunal of conscience, or of justice, would be held innocent. *Ex post facto* laws are made; that is, laws which act backwards, and subject an act to punishishment, after the law, which was not punishable at the time it was done;—which might have been, indeed, not only guiltless but laudable at the time of its performance.

Now, it must be obvious, that such methods of raising revenue must have an almost annihilating effect upon the production of wealth; for no man will earn money beyond his immediate necessities, when the very fact of his acquisition only exposed him to pillage. When the richest men are worst plundered, poverty becomes the privilege. Intelligence, though it had been that of the Prince of Darkness, would have saved nations from this cause of poverty.

Governments, less arbitrary, have resorted to expedients for

self-support scarcely less baneful to the general welfare. Among these, are monopolies,—such as that, for instance, by which the Pacha of Egypt required all the cotton grown by his subjects to be sold to him, at his own price, that he might resell it at an advanced one; or that, by which the French king exercised the privilege of selling all the tobacco consumed in his kingdom, and then sold out the privilege to sell, at an enormous price. Some governments have derived a revenue from the sale of offices, even those which demand, for the fit discharge of their duties, the highest talents and the purest integrity,—such as the judicial,—and so have cared every thing for the amount of the bribe, and nothing for the fitness of the incumbent. In all such cases, the most vital and enduring interests of the community have been sacrificed to the incidental benefit of revenue;—a policy vastly more ruinous than that of the incendiary who burns a house that he may steal a shilling.

Even the freest and most enlightened governments have been guilty of similar improvidences and follies. The raising of revenue from licensed lotteries furnishes a signal illustration. For every unit of gain to the public treasury, by the levy of a tax on the sale of lottery tickets, hundreds of loss are subtracted from the public wealth. For, it is obvious, in the first place, that lotteries *create* no wealth. They add nothing to the aggregate of silver and gold, belonging to a community, any more than they add to the number of its houses or the extent of its lands. They can do nothing more than to transfer one man's money to another man's pocket. Then they occupy the time of many individuals, who otherwise might be usefully employed in the creation or augmentation of the public wealth. Besides this, the expenses actually incurred by agencies, brokerage, advertisements, apparatus, and so forth, is not inconsiderable. It is also true, that the poorest class of people are usually the purchasers of lottery tickets,—on the same principle that a man must first be drowning before he will catch at a straw,—and generally with the same result. Thus, all the evils of poverty are aggravated by the loss of a part of its pittance. Then, adventuring in this traffic substitutes hopes of gain, founded on chance, for the certainties of regular industry. The

services of a laborer or an apprentice, of a journeyman mechanic or a clerk, with an undrawn lottery ticket in his pocket, are hardly worth half price; for how can any one work for a few shillings a day, while hope is jingling a bag of gold in his ears, to be had for nothing? But, while the earnings of a ticket-holder are less, his expenditures are greater; for why should not a man, who is so soon to be rich, anticipate a little the receipt of his fortune? It is only on the same principle which leads a profligate heir to bind himself by post-obits. Is it said, that none but a weak-minded man will be so confident of success as to be less industrious or less frugal, after the purchase of a ticket than before?—the answer is, that the fact of the purchase proves the weak-mindedness. A tempter of fortune may limit himself either to one, or to any prescribed number of trials, and resolve that, if unsuccessful, he will abide by the decisions of his luck, and never venture again; but such a man does not reflect that he will come out of the experiment a different man from what he was when he went into it. The state of his mind will be altered more than that of his purse; and he has no second, uncorrupted will, whose energies he can now use to restrain the backsliding of the first. But suppose a man to meet with the misfortune of being what he calls fortunate; suppose him to draw a prize of fifty thousand dollars; and thus, without any valid consideration, or any moral right, to pick the pockets of five thousand persons of ten dollars each, (and this, too, without the dexterity or sleight of hand of a common pick-pocket;) yet it is proved by data, derived from the widest observation, that the chances are fifty to one, that, while his unjust gains will only injure the losers, they will ruin himself. Take all these evils into consideration, and take into consideration, also, what is far more important than all these evils united, the impositions and the frauds which accompany the whole operation, and which often bear as great a proportion to the fair-dealing as the blanks bear to the prizes;—take all these pecuniary, social, and moral mischiefs into account, and how is it possible for any intelligent legislator, for the sake of a little incidental revenue, ever to legalize an institution, which de-

stroys wealth by wholesale, and cankers the morals of entire classes of the people?

And, yet, until within a few years, there was not a State in this whole Union, whose Legislature did not stand so low, not only in the scale of Morals, but of Political Economy, as to authorize lotteries. Sometimes they were granted for a paltry revenue, to be paid into the treasury; sometimes to aid in the erection of public works,—to build a bridge, a canal, *or a church! !** Just in proportion as intelligence has advanced, petitions for lotteries have been refused, and the sale of lottery tickets interdicted by law; until now, they are driven almost exclusively into the southern and southwestern States. There they await the dawning of that general enlightenment, which Common Schools could so rapidly give, to be banished from the country forever.

On the clearest principles of Morality and Political Economy, the licensing of houses for the sale of intoxicating drinks, of gaming-houses, and houses of ill-fame, for the ignominious purpose of raising a revenue out of the misery and licentiousness of men, stands even on a more unsound and criminal footing, than legali ing the pest of lotteries. Yet, all this is done, even at the present day, by legislators who would think it an indignity, if they were denied an exalted place on the roll of enlightened, patriotic, and Christian men. Great Britain, for a series of years, has derived more than one fourth part of all her enormous revenue from the various manufactures of malt, and sale of spirituous liquors, though every pound which has gone into the treasury from this source, represented some stage in the terrible process, by which sanity was turned into madness, or a well man into a sick beast. France, and even some parts of our own country, have exhibited hateful specimens of the other kinds of these incarnations of evil;—these devouring monsters, who have been permitted, for a fee, by the governments which should have protected their people, to stalk through society, and to inflict upon all its interests,—body, soul, and estate,—direr calamities than death itself.

* When a church is built by a lottery, can there be any doubt which has the best side of the bargain, the Evil Spirit or the Good?

The multiplication of oaths is another signal illustration of the fact, how prone incompetent legislators ever are to sacrifice the greater interest to the less,—the spiritual to the outward, the enduring to the temporary. Adherence to truth is so necessary among men, that even the lowest instincts of self-interest will visit the falsifier with retribution, though honor and conscience should not. But the utterance of truth, very generally speaking, is considered more in the light of an obligation between man and man, than as a due to Heaven; and there are many who would not hesitate to tell a falsehood, who would tremble at the commission of perjury. But governments, for some collateral and incidental benefit,—most generally for the purpose of securing themselves against fraud in the collection of revenues,—impose an oath upon men, not merely where the oath-taker is adversely interested, but where, from the nature of the case, he cannot certainly determine the truth of the statement to which he deposes. This leads to moral laxity, and relaxes laxity itself. Hence, in mercantile communities, there has arisen a class of oaths, called "Custom House oaths,"—an appellation which indicates that men swear, if not to what they know to be untrue, yet, at least, to what they do not know to be true. Often, the oath is administered to persons who are under the strongest temptations to perjury, and where, too, the danger of detection is small. This is PERJURY MADE EASY; for the step is a short one, between swearing to a thing as true, with only a general inference, or supposition, that it is so, and swearing to a known untruth.

Now, can any money compensate government for contaminating public morals? Or, in a republic, which is a government of the people by the people, can they afford to barter their own integrity, in order to get a little of their own money, out of their own pockets, into their own public treasury, whence it is so soon to flow back into their own pockets again? Every legislator should be a political economist, and every voter should know, at least, the leading elements of political economy, and be able to understand their application to the affairs of life; but, surely, that political economy is a delusion and a cheat, which does not hold the morals of the community as the primal ele-

ment in its prosperity; and the prayer, "Lead us not into temptation," is one which may be as appropriately addressed by a people to its rulers, as by a frail and fallible mortal to his Maker.

I have now given a hasty review of a single class of errors, those pertaining to the collection of revenue,—into which governments have fallen, through a want of intelligence;—through a want of such intelligence, it may be added, as any discreet and reflecting man would exercise in the management of his own affairs. And when will rulers be wiser than they have been? Never, until the people, to whom they are responsible, shall permit it and demand it. Never will wisdom preside in the halls of legislation and its profound utterances be recorded on the pages of the statute book, until Common Schools,—or some other agency of equal power, not yet discovered,—shall create a more far-seeing intelligence and a purer morality than has ever yet existed among communities of men. Legislators, in the execution of their high guardianship over public interests, will never secure to the State even the greatest amount of wealth, while they seek to obtain it at the price of morality. It is only when the virtue of the people is supremely cared for, that they will discover the comprehensive meaning of the Scripture, that Godliness is profitable unto all things.

However elevated the moral character of a constituency may be; however well informed in matters of general science or history, yet they must, if citizens of a Republic, understand something of the true nature and functions of the government under which they live. That any one who is to participate in the government of a country, when he becomes a man, should receive no instruction respecting the nature and functions of the government he is afterwards to administer, is a political solecism. In all nations, hardly excepting the most rude and barbarous, the future sovereign receives some training which is supposed to fit him for the exercise of the powers and duties of his anticipated station. Where, by force of law, the government devolves upon the heir, while yet in a state of legal infancy, some regency, or other substitute, is appointed, to act in his stead, until his arrival at mature age; and, in the mean-

time, he is subjected to such a course of study and discipline, as will tend to prepare him, according to the political theory of the time and the place, to assume the reins of authority at the appointed age. If, in England, or in the most enlightened European monarchies, it would be a proof of restored barbarism, to permit the future sovereign to grow up without any knowledge of his duties,—and who can doubt that it would be such a proof,—then, surely, it would be not less a proof of restored, or of never-removed barbarism, amongst us, to empower any individual to use the elective franchise, without preparing him for so momentous a trust. Hence, the constitution of the United States, and of our own State, should be made a study in our Public Schools. The partition of the powers of government into the three co-ordinate branches,—legislative, judicial, and executive,—with the duties appropriately devolving upon each; the mode of electing or of appointing all officers, with the reasons on which it was founded; and, especially, the duty of every citizen, in a government of laws, to appeal to the courts for redress, in all cases of alleged wrong, instead of undertaking to vindicate his own rights by his own arm; and, in a government where the people are the acknowledged sources of power, the duty of changing laws and rulers by an appeal to the ballot, and not by rebellion, should be taught to all the children until they are fully understood.

Had the obligations of the future citizen been sedulously inculcated upon all the children of this Republic, would the patriot have had to mourn over so many instances, where the voter, not being able to accomplish his purpose by voting, has proceeded to accomplish it by violence; where, agreeing with his fellow-citizens, to use the machinery of the ballot, he makes a tacit reservation, that, if that machinery does not move according to his pleasure, he will wrest or break it? If the responsibleness and value of the elective franchise were duly appreciated, the day of our State and National elections would be among the most solemn and religious days in the calendar. Men would approach them, not only with preparation and solicitude, but with the sobriety and solemnity, with which discreet and religious-minded men meet the great crises of life. No man would

throw away his vote, through caprice or wantonness, any more than he would throw away his estate, or sell his family into bondage. No man would cast his vote through malice or revenge, any more than a good surgeon would amputate a limb, or a good navigator sail through perilous straits, under the same criminal passions.

But, perhaps, it will be objected, that the constitution is subject to different readings, or that the policy of different administrations has become the subject of party strife; and, therefore, if any thing of constitutional or political law is introduced into our schools, there is danger that teachers will be chosen on account of their affinities to this or that political party; or that teachers will feign affinities which they do not feel, in order that they may be chosen; and so each schoolroom will at length become a miniature political club-room, exploding with political resolves, or flaming out with political addresses, prepared, by beardless boys, in scarcely legible hand-writing, and in worse grammar.

With the most limited exercise of discretion, all apprehensions of this kind are wholly groundless. There are different readings of the constitution, it is true; and there are partisan topics which agitate the country from side to side; but the controverted points, compared with those about which there is no dispute, do not bear the proportion of one to a hundred. And what is more, no man is qualified, or can be qualified, to discuss the disputable questions, unless previously and thoroughly versed in those questions, about which there is no dispute. In the terms and principles common to all, and recognized by all, is to be found the only common medium of language and of idea, by which the parties can become intelligible to each other; and there, too, is the only common ground, whence the arguments of the disputants can be drawn.

It is obvious, on the other hand, that if the tempest of political strife were to be let loose upon our Common Schools, they would be overwhelmed with sudden ruin. Let it be once understood, that the schoolroom is a legitimate theatre for party politics, and with what violence will hostile partisans struggle to gain possession of the stage, and to play their parts upon it!

Nor will the stage be the only scene of gladiatorial contests. These will rage in all the avenues that lead to it. A preliminary advantage, indispensable to ultimate success, will be the appointment of a teacher of the true faith. As the great majority of the schools in the State are now organized, this can be done only by electing a prudential committee, who will make what he calls political soundness paramount to all other considerations of fitness. Thus, after petty skirmishings among neighbors, the fierce encounter will begin in the district's primary assembly,—in the schoolroom itself. This contest being over, the election of the superintending, or town's committee, must be determined in the same way, and this will bring together the combustibles of each district, to burn with an intenser and a more devouring flame, in the town meeting. It is very possible, nay, not at all improbable, that the town may be of one political complexion, while a majority of the districts are of the opposite. Who shall moderate the fury of these conflicting elements, when they rage against each other; and who shall save the dearest interests of the children from being consumed in the fierce combustion? If parents find that their children are indoctrinated into what they call political heresies, will they not withdraw them from the school; and, if they withdraw them from the school, will they not resist all appropriations to support a school from which they derive no benefit?

But, could the schools, themselves, survive these dangers for a single year, it would be only to encounter others still more perilous. Why should not the same infection that poisons all the relations of the schoolroom, spread itself abroad, and mingle with all questions of external organization and arrangement? Why should not political hostility cause the dismemberment of districts, already too small; or, what would work equal injury, prevent the union of districts, whose power of usefulness would be doubled by a combination of their resources? What better could be expected, than that one set of school books should be expelled, and another introduced, as they might be supposed, however remotely, to favor one party or the other; or, as the authors of the books might belong to one party or the other? And who could rely upon the reports,

or even the statistics of a committee, chosen by partisan votes, goaded on by partisan impulses, and responsible to partisan domination; and this, too, without any opportunity of control or check from the minority? Nay, if the schools could survive long enough to meet the crisis, why should not any and every measure be taken, either to maintain an existing political ascendancy, or to recover a lost one, in a school district, or in a town, which has even been taken by unscrupulous politicians, to maintain or to recover an ascendancy at the polls? Into a district, or into a town, voters may be introduced from abroad, to turn the scale. An employer may dismiss the employed, for their refusal to submit to his dictation; or make the bread that is given to the poor man's children, perform the double office of payment for labor to be performed, and of a bribe for principle to be surrendered. And, beyond all this, if the imagination can conceive any thing more deplorable than this, what kind of political doctrines would be administered to the children, amid the vicissitudes of party domination,—their alternations of triumph and defeat? This year, under the ascendancy of one side, the constitution declares one thing; and commentaries, glosses, and the authority of distinguished names, all ratify and confirm its decisions. But victory is a fickle goddess. Next year, the vanquished triumph; and constitution, gloss, and authority, make that sound doctrine, which was pestilent error before, and that false, which was true. Right and wrong have changed sides. The children must now join in chorus to denounce what they had been taught to reverence before, and to reverence what they had been taught to denounce. In the mean time, those great principles, which, according to Cicero, are the same at Rome and at Athens, the same now and forever;—and which, according to Hooker, have their seat in the bosom of God, become the fittest emblems of chance and change.

Long, however, before this series of calamities would exhaust itself upon our schools, these schools themselves would cease to be. The plough-share would have turned up their foundations. Their history would have been brought to a close,—a glorious and ascending history, until struck down by the hand

of political parricide; then, suddenly falling with a double ruin, —with death, and with ignominy.

But to avoid such a catastrophe, shall all teaching, relative to the nature of our government, be banished from our schools; and shall our children be permitted to grow up in entire ignorance of the political history of their country? In the schools of a republic, shall the children be left without any distinct knowledge of the nature of a republican government; or only with such knowledge as they may pick up from angry political discussions, or from party newspapers; from caucus speeches, or Fourth of July orations,—the Apocrypha of Apocrypha?

Surely, between these extremes, there must be a medium not difficult to be found. And is not this the middle course, which all sensible and judicious men, all patriots, and all genuine republicans, must approve?—namely, that those articles in the creed of republicanism, which are accepted by all, believed in by all, and which form the common basis of our political faith, shall be taught to all. But when the teacher, in the course of his lessons or lectures on the fundamental law, arrives at a controverted text, he is either to read it without comment or remark; or, at most, he is only to say that the passage is the subject of disputation, and that the schoolroom is neither the tribunal to adjudicate, nor the forum to discuss it.

Such being the rule established by common consent, and such the practice, observed with fidelity under it, it will come to be universally understood, that political proselytism is no function of the school; but that all indoctrination into matters of controversy between hostile political parties is to be elsewhere sought for, and elsewhere imparted. Thus, may all the children of the Commonwealth receive instruction in the great essentials of political knowledge,—in those elementary ideas without which they will never be able to investigate more recondite and debatable questions;—thus, will the only practicable method be adopted for discovering new truths, and for discarding,—instead of perpetuating,—old errors; and thus, too, will that pernicious race of intolerant zealots, whose whole faith may be summed up in two articles,—that they, themselves, are always infallibly right, and that all dissenters are certainly wrong,—

be extinguished,—extinguished, not by violence, nor by proscription, but by the more copious inflowing of the light of truth.

MORAL EDUCATION.

Moral education is a primal necessity of social existence. The unrestrained passions of men are not only homicidal, but suicidal; and a community without a conscience would soon extinguish itself. Even with a natural conscience, how often has Evil triumphed over Good! From the beginning of time, Wrong has followed Right, as the shadow the substance. As the relations of men became more complex, and the business of the world more extended, new opportunities and new temptations for wrong-doing have been created. With the endearing relations of parent and child, came also the possibility of infanticide and parricide; and the first domestic altar that brothers ever reared was stained with fratricidal blood. Following close upon the obligations to truth, came falsehood and perjury, and closer still upon the duty of obedience to the Divine law, came disobedience. With the existence of private relations between men, came fraud; and with the existence of public relations between nations, came aggression, war, and slavery. And so, just in proportion as the relations of life became more numerous, and the interests of society more various and manifold, the range of possible and of actual offences has been continually enlarging. As for every new substance there may be a new shadow, so for every new law there may be a new transgression. No form of the precious metals has ever been used which dishonest men have not counterfeited; and no kind of artificial currency has ever been legalized which rogues have not forged. The government sees the evils that come from the use of intoxicating drinks, and prohibits their sale; but unprincipled men pander to depraved appetites, and gather a harvest of dishonest profits. Instead of licensing lotteries, and deriving a revenue from the sale of tickets, the State forbids the mischievous traffic; but while law-abiding men disdain to practise an illicit trade, knavish brokers, by means of the prohibition itself, secure a monopoly of the sales, and pocket the infamous gain. The

government imposes duties on imported goods; smugglers evade the law, and bring goods into the country clandestinely; or perjurers swear to false invoices, and escape the payment of duty, and thus secure to themselves the double advantage of increased sales, and enhanced profits upon what is sold. Science prepares a new medicine to heal or alleviate the diseases of men; crime adulterates it, or prepares, as a substitute, some cheap poison that resembles it, and can be sold instead of it. A benefactor of the race discovers an agent which has the marvellous power to suspend consciousness, and take away the susceptibility of pain; a villain uses it to rob men or pollute women. Houses are built; the incendiary burns them, that he may purloin the smallest portion of their goods. The press is invented to spread intelligence; but libellers use it to give wings to slander. And, so, throughout all the infinitely complex and ramified relations of society, wherever there is a right there may be a wrong; and wherever a law is made to repress the wrong, it may be evaded by artifice or overborne by violence. In fine, all means and laws designed to repress injustice and crime, give occasion to new injustice and crime. For every lock that is made, a false key is made to pick it; and for every Paradise that is created, there is a Satan who would scale its walls.

Nor does this view of the subject exhibit the scope and multitude of the transgressions that may be committed. To represent the range and compass of possible violations, every law that exists must be multiplied by a high power. When the whole family of mankind consisted of but two persons, there could be only two offenders. But, now, when the race has increased to millions and hundreds of millions, the laws may be broken by millions and hundreds of millions,—an increased number of transgressors of an increased number of laws. The multitude, then, of possible violations of law, is terrific to the imagination; even the actual violations are sufficient to make our best civilization look but little better than barbarism.

But the above outline, whose vast circumference may be filled up by the commission of crimes against positive law, embraces not a tithe of possible transgressions. Every law in the

statute-book might be obeyed, so as to leave no penalty to be awarded by the courts, or inflicted by executive officers, and yet myriads of private vices, too subtle and intangible for legislative enactments, and too undefinable to be dealt with by the tribunals of justice, might still embitter all domestic and social relations, and leave nothing in life worth living for. Were the greater plagues of public crime and open violence to be stayed, still the lesser ones might remain;—like the plagues of Egypt, they might invade every house, penetrate to every chamber, corrupt the water in the fountains, and the bread in the kneading-troughs, and turn the dust into loathsome life, so that the plague of hail, and the plague of darkness, might seem to be blessings in the comparison. In offences, against what are usually called the "minor morals,"—against propriety, against decency, against the domestic relations, and against good neighborhood, as they are illustrated and enjoined by the example of Christ, the precepts of the Gospel, and the perfect law of love;—here is a vast region where offences may grow, and where they do grow, thick-standing and rankly luxuriant.

Against these social vices, in all ages of the world, the admonitions of good men have been directed. The moralist has exposed their deformity in his didactic page; the satirist has chastised them in his pungent verse; the dramatist has held them up to ridicule on the mimic stage; and, to some extent, the Christian minister has exhibited their gross repugnancy to the character of a disciple of Jesus. Still they continue to exist; and,—to say nothing of heathen nations,—the moral condition of all Christendom is, in this respect, like the physical condition of one of the nations that compose it;—that extraordinary people, I mean, whose dwellings, whose flocks, whose agriculture, whose merchandise, and who, themselves, are below the level of the ocean; and against them, at all times, this ocean rages, and lifts itself up; and whenever or wherever it can find a breach, or make one, it rushes in, and overwhelms men and their possessions in one common inundation. Even so, like a weltering flood, do immoralities and crimes break over all moral barriers, destroying and profaning the securities and the sanctities of life. Now, how best shall this deluge be

repelled? What mighty power, or combination of powers, can prevent its inrushing, or narrow the sweep of its ravages?

The race has existed long enough to try many experiments for the solution of this greatest problem ever submitted to its hands; and the race has experimented, without stint of time or circumscription of space, to mar or modify legitimate results. Mankind have tried despotisms, monarchies, and republican forms of government. They have tried the extremes of anarchy and of autocracy. They have tried Draconian codes of law; and, for the lightest offences, have extinguished the life of the offender. They have established theological standards, claiming for them the sanction of Divine authority, and the attributes of a perfect and infallible law; and then they have imprisoned, burnt, massacred, not individuals only, but whole communities at a time, for not bowing down to idols which ecclesiastical authority had set up. These and other great systems of measures have been adopted as barriers against error and guilt; they have been extended over empires, prolonged through centuries, and administered with terrible energy; and yet the great ocean of vice and crime overleaps every embankment, pours down upon our heads, saps the foundations under our feet, and sweeps away the securities of social order, of property, liberty, and life.

At length, these experiments have been so numerous, and all of them have terminated so disastrously, that a body of men has risen up, in later times, powerful in influence, and not inconsiderable in numbers, who, if I may use a mercantile phrase, would abandon the world as a total loss;—who mock at the idea of its having a benevolent or even an intelligent Author or Governor; and who, therefore, would give over the race to the dominion of chance, or to that of their own licentious passions, whose rule would be more fatal than chance.

But to all doubters, disbelievers, or despairers, in human progress, it may still be said, there is one experiment which has never yet been tried. It is an experiment which, even before its inception, offers the highest authority for its ultimate success. Its formula is intelligible to all; and it is as legible as though written in starry letters on an azure sky. It is ex-

pressed in these few and simple words:—"*Train up a child in the way he should go, and when he is old he will not depart from it.*" This declaration is positive. If the conditions are complied with, it makes no provision for a failure. Though pertaining to morals, yet, if the terms of the direction are observed, there is no more reason to doubt the result, than there would be in an optical or a chemical experiment.

But this experiment has never yet been tried. Education has never yet been brought to bear with one hundredth part of its potential force, upon the natures of children, and, through them, upon the character of men, and of the race. In all the attempts to reform mankind which have hitherto been made, whether by changing the frame of government, by aggravating or softening the severity of the penal code, or by substituting a government-created, for a God-created religion;—in all these attempts, the infantile and youthful mind, its amenability to influences, and the enduring and self-operating character of the influences it receives, have been almost wholly unrecognized. Here, then, is a new agency, whose powers are but just beginning to be understood, and whose mighty energies, hitherto, have been but feebly invoked; and yet, from our experience, limited and imperfect as it is, we do know that, far beyond any other earthly instrumentality, it is comprehensive and decisive.

Reformatory efforts, hitherto made, have been mainly expended upon the oaken-fibred hardhihood and incorrigibleness of adult offenders; and not upon the flexibleness and ductility of youthful tendencies. Rulers have forgotten that, though a giant's arm cannot bend a tree of a century's growth, yet the finger of an infant could have given direction to its germ. When a man has invested fifty thousand dollars in the business of importing ardent spirits into the country, it often does little more than to enrage him, to point out the different results between such an investment, and the investment of the same sum in whale ships; where, besides its own permanent value, it will soon add fifty thousand dollars more to the actual wealth of the community. Show the distiller how he changes the life-sustaining fruits of the earth into a physical and moral

poison, and what a deluge of destruction he is sending forth over society, and his blood will boil hardly less fiercely than his accursed caldrons; but who will be rash enough to say of any child in the land;—who will be rash enough to say of any man now engaged in the business of promoting and spreading intemperance, and visiting another generation with all its calamities;—who will dare say, of any of them, that the nature and consequences of this direful occupation might not have been so vividly depicted to the imagination, and so clearly explained to the conscience, during the years of childhood, that any child would sooner think of getting a living by counterfeiting money than by engaging in the traffic? Would any child, on whose heart the horrors and atrocities of the slave-trade had made their natural impression, before his arrival at the age of fourteen years, ever connect himself with slavery afterwards? Were a child taught the dignity, the healthfulness, and the advantages of voluntary labor, and the meanness of living upon the unrequited services of the weak and defenceless, could he ever bear to live a life of pampered indolence, secured to him by a hundred lives,—each as precious and as sacred, in the sight of Heaven, as his own,—of unpaid toil and irredeemable debasement? Did genius pour out its heart as fervently to depict the calamities of war, as it has done to blazon forth what is called military glory, would not children be led to abhor all unnecessary wars as much more than they abhor murder, as the destruction of an army is greater than that of a single murderer? If the schools were earnestly to teach children that office and honor are not synonymous terms, and that the only value of any office consists in its opening a wider sphere for useful exertion, should we find so many men renouncing usefulness and forfeiting honor for the acquisition of office? If wealth were not forever talked of before children as among the chief prizes of life, should we see such throngs making haste to be rich, with all the attendant consequences of fraud and dishonor? Indeed, so decisive is the effect of early training upon adult habits and character, that numbers of the most able and experienced teachers,—those who have had the best opportunities to become acquainted with the errors

and the excellences of children, their waywardness and their docility,—have unanimously declared it to be their belief, that, if all the children in the community, from the age of four years to that of sixteen, could be brought within the reformatory and elevating influences of good schools, the dark host of private vices and public crimes, which now embitter domestic peace and stain the civilization of the age, might, in ninety-nine cases in every hundred, be banished from the world.* When Christ taught his disciples to pray, "Thy kingdom come, thy will be done, *on earth* as it is done in heaven," did he teach them to pray for what shall never come to pass! And if this consummation is ever to be realized, is it to be by some mighty, sudden, instantaneous revolution, effected by a miracle; or is it to be produced gradually by that Providence which uses human agents as its instruments?

Were we to hear that some far-off land had been discovered, over which the tempest of war had never swept; where institutions of learning and religion were reverenced, and their ministers held in the foremost rank of honor; where falsehood, detraction, and perjury were never uttered; where neither intemperance, nor the guilty knowledge how to prepare its means, nor the guilty agents to diffuse them, were ever known; where all the obligations, growing out of the domestic relations, were sacredly kept; where office always sought the wisest and best men for incumbents, and never failed to find them; where witnesses were true, and jurors just, (for we can hardly conceive of a state of society upon earth so perfect as to exclude all differences of opinion about rights;) in fine, where all men were honest in their dealings, and exemplary in their lives,—with the exception of here and there an individual, who, from the rareness of his appearance, would be regarded almost as a monster;—were we to hear of such a realm, who, that loves peace and the happiness that comes from security and order, would not wish to escape from the turmoil and the violence, the rancor and the mean ambitions, of our present sphere, and go there

* As authority for this assertion, see Eleventh Annual Report of the Secretary of the Board of Education, where the letters of distinguished and experienced teachers, residing in different parts of the country, and acquainted with all classes of children, are published.

to dwell and to die? And yet, it is the opinion of our most intelligent, dispassionate, and experienced teachers, that we can, in the course of two or three generations, and through the instrumentality of good teachers and good schools, superinduce, substantially, such a state of society upon the present one; and this, too, without any miracle, without any extraordinary sacrifices, or costly effort; but only by working our existing Common School system with such a degree of vigor as can easily be put forth, and at such an expense as even the poorest community can easily bear. If the leaders of society,—those whose law-giving eloquence determines what statutes shall be enacted by the Legislature, or those who speak for the common heart in self-constituted assemblies, or those who shape popular opinion through the public press, or in the private intercourse of life,—if these are not yet prepared to have faith in the reformatory power of an early and wise training for the young, the fact only shows and measures the extent of the work which teachers and educationists have yet to perform. If men decline to coöperate with us, because unins ired by our living faith, then the arguments, the labors, and the results, which will create this faith, are a preliminary step in our noble work.

Is any high-minded, exemplary, and conscientious man disposed to believe that this substantial extirpation of social vices and crimes, (according to the testimony of the witnesses above referred to,) is a utopian idea,—is more than we have any reason to expect while human nature remains as it is, let me use the *ad hominem* argument to f.te him. Let me refer him to himself, and ask him why the same influences which have saved him from gaming, intemperance, dissoluteness, falsehood, dishonesty, violence, and their kindred offences, and have made him a man of sobriety, frugality, and probity;—why the same influences which have saved him from ruin, might not, if brought to bear upon others, save them also? So far as human instrumentalities are concerned, we have abundant means for surrounding every child in the State with preservative and moral influences, as extensive and as efficient as those under which the present industrious, worthy, and virtuous members of the community were reared. And, as to all those things, in

regard to which we are directly dependent upon the Divine favor, have we not the promise, explicit and unconditional, that the men SHALL NOT depart from the way in which they should go, if the children are trained up in it? It has been overlooked, that this promise is not restricted to parents; but seems to be addressed indiscriminately to all,—whether parents, communities, states, or mankind.

RELIGIOUS EDUCATION.

But, it will be said that this grand result, in Practical Morals, is a consummation of blessedness that can never be attained without Religion; and that no community will ever be religious, without a Religious Education. Both these propositions, I regard as eternal and immutable truths. Devoid of religious principles and religious affections, the race can never fall so low but that it may sink still lower; animated and sanctified by them, it can never rise so high but that it may ascend still higher. And is it not at least as presumptuous to expect that mankind will attain to the knowledge of truth, without being instructed in truth, and without that general expansion and development of faculty which will enable them to recognize and comprehend truth, in any other department of human interest, as in the department of religion? No creature of God, of whom we have any knowledge, has such a range of moral oscillation as a human being. He may despise privileges, and turn a deaf ear to warnings and instructions, such as evil spirits may never have known, and therefore be more guilty than they; or, ascending through temptation and conflict, along the radiant pathway of duty, he may reach the sublimest heights of happiness, and may there experience the joys of a contrast, such as ever-perfect beings can never feel. And can it be that our nature, in this respect, is taken out of the law that governs it in every other respect;—the law, namely, that the teachings which supply it with new views, and the training that leads it to act in conformity with those views, are ineffective and nugatory?

Indeed, the whole frame and constitution of the human soul

show, that if man be not a religious being, he is among the most deformed and monstrous of all possible existences. His propensities and passions need the fear of God, as a restraint from evil; and his sentiments and affections need the love of God, as a condition and preliminary to every thing worthy of the name of happiness. Without a capability or susceptibility, therefore, of knowing and reverencing his Maker and Preserver, his whole nature is a contradiction and a solecism;—it is a moral absurdity,—as strictly so, as a triangle with but two sides, or a ircle without a circumference, is a mathematical absurdity. The man, indeed, of whatever denomination, or kindred, or tongue, he may be, who believes that the human race, or any nation, or any individual in it, can attain to happiness, or avoid misery, without religious principle and religious affections, must be ignorant of the capacities of the human soul, and of the highest attributes in the nature of man. We know, from the very structure and functions of our physical organization, that all the delights of the appetites and of the grosser instincts are evanescent and perishing. All bodily pleasures over-indulged, become pains. Abstemiousness is the stern condition of prolonged enjoyment,—a condition that balks desire at the very moment when it is most craving. Did the fields teem, and the forests bend, and the streams flow, with the most exquisite delicacies, how small the proportion of our time in which we could luxuriate in their sweets, without satiety and disgust! Unchastened by temperance, the richest earthly banquets stimulate, only to end in loathing. Perpetual self-restraint, on the one side, or intolerable pains, on the other, is the law of all our animal desires; and it may well be questioned, which are the sharper sufferings,—the fiercest pangs of hunger and of thirst, or the agonizing diseases that form the fearful retinue of epicurism and Bacchanalian indulgence. Were the pleasures of sense the only pleasures we could enjoy, immortality might well be scoffed at as worthless, and annihilation welcomed; for, if another Eden were created around us, filled with all that could gratify the appetite, or regale the sense, and were the whole range and command of its embowering shades and clustering fruits bestowed upon us, still, with our present natures, we

should feel intellectual longings, which not all the objects of sight and of sense could appease; and luxuries would sate the palate, and beauties pall upon the eye, in the absence of objects to quicken and stimulate the sterner energies of the mind.

The delights of the intellect are of a far nobler order than those of the senses; but even these have no power to fill up the capacities of an immortal mind. The strongest intellect tires. It cannot sustain an ever-upward wing. Even in minds of Olympian vastness and vigor, there must be seasons for relaxation and repose; — intervals, when the wearied faculties, mounted upon the topmost of all their achievements, must stop in their ascending career, to review the distance they have traversed, and to replenish their energies for an onward flight. And, although, in the far-off cycles of eternity, the stature of the intellect should become lofty as an archangel's; although its powers of comprehension should become so vast, and its intuitions so penetrating, that it could learn the history of a planet in a day, and master, at a single lesson, all the sciences that belong to a system of stars; still, I repeat, that, with our present nature, we should be conscious of faculties unoccupied, and restless, yea, tormented with a sense of privation and loss,— like lungs in a vacuum gasping vainly for breath, or like the eye in darkness straining to catch some glimmering of light. Without sympathy, without spiritual companionship with other beings, without some Being, all-glorious in his perfections, whom the spirit could commune with and adore, it would be a mourner and a wanderer amid all the splendors of the universe. Through the lone realms of immensity would it fly, calling for love, as a mother calls for her departed first-born, but its voice would return to it in echoes of mockery. Nay, though the intellect of man should become as effulgent as the stars amid which he might walk, yet sympathetic and devout affections alone can fertilize the desolations of the heart. Love is as necessary to the human heart as knowledge is to the mind; and infinite knowledge can never supply the place of infinite good. The universe, grand, glorious, and beautiful as it is, can be truly enjoyed only through the worship as well as the knowl-

edge of the great Being that created it. Among people, where there is no true knowledge of God, the errors, superstitions, and sufferings of a false religion, always rush in to fill the vacuum.

There is not a faculty nor a susceptibility in the nature of man, from the lightning-like intuitions that make him akin to the cherubim, or the fire and fervor of affection that assimilate him to seraphic beings, down to the lowest appetites and desires by which he holds brotherhood with beast and reptile and worm ;—there is not one of them all, that will ever be governed by its proper law, or enjoy a full measure of the gratification it was adapted to feel, without a knowledge of the true God, without a sense of acting in harmony with His will, and without spontaneous effusions of gratitude for His goodness. Convictions and sentiments, such as these, can alone supply the vacuity in the soul of man, and fill with significance and loveliness what would otherwise be a blank and hollow universe.

How limited and meagre, too, would be the knowledge which should know all things else, but still be ignorant of the self-existent Author of all ! What is the exquisite beauty of flowers, of foliage, or of plumage, if we know nothing of the Great Limner who has painted them, and blended their colors with such marvellous skill? So the profundity of all science is shallowness, if we know nothing of the Eternal Mind that projected all sciences, and made their laws so exact and harmonious, that all the objects in an immensity can move onward throughout an eternity, without deviation or error. Even the visible architecture of the heavens, majestic and refulgent as it is, dwindles and glooms into littleness and darkness, in the presence of the Great Builder, who "of old laid the foundation of the earth," and "meted out heaven with a span." Among all the objects of knowledge, the Author of knowledge is infinitely the greatest; and the microscopic animalcule, which, by a life of perseverance, has circumnavigated a drop of water, or the tiny insect which has toiled and climbed, until it has at last reached the highest peak of a grain of sand, knows proportionately more of the height and depth and compass of planetary spaces, than the philosopher who has circuited all other knowledge, but is still ignorant of God. In the acquisition of

whatever art, or in the pursuit of whatever science, there is a painful sense of incompleteness and imperfection, while we remain untaught in any great department known to belong to it. And so, in the development and culture of the human soul, we are conscious not merely of the want of symmetry, but of gross disfigurement and mutilation, when the noblest and most enduring part of an appropriate development and culture is wanting. In merely an artistical point of view, to be presented with the torso of Hercules, or with the truncated body of Minerva, when we were expecting to behold the fulness of their majestic proportions, would be less painful and shocking, than a system of human culture from which religious culture should be omitted.

So, too, if the subject be viewed in relation to all the purer and loftier affections and susceptibilities of the human soul, the results are the same. If, in surveying the highest states of perfection which the character of man has ever yet reached upon earth, we select, from among the whole circle of our personal or historical acquaintances, those who are adorned with the purest quality and the greatest number of excellences, as the objects of our most joyful admiration and love; why should not the soul be lifted into sublimer exstasies, and into raptures proportionately more exalted and enduring, if it could be raised to the contemplation of Him, whose "name alone is excellent?" If we delight in exhibitions of power, why should we pass heedlessly by the All-powerful? If human hearts are touched with deeds of mercy, there is One whose tender mercies are over all His works. If we reverence wisdom, there is such perfect wisdom on high, that that of angels becomes "folly" in its presence. If we love the sentiment of love, has not the Apostle told us that God is Love? There are many endearing objects upon earth from which the heart of man may be sundered; but he only is bereaved of all things who is bereaved of his Father in heaven.

I here place the argument, in favor of a religious education for the young, upon the most broad and general grounds; purposely leaving it to every individual to add, for himself, those auxiliary arguments which may result from his own peculiar

views of religious truth. But such is the force of the conviction to which my own mind is brought by these general considerations, that I could not avoid regarding the man, who should oppose the religious education of the young, as an insane man; and were it proposed to debate the question between us, I should desire to restore him to his reason, before entering upon the discussion. If, suddenly summoned to eternity, I were able to give but one parting word of advice to my own children, or to the children of others;—if I were sinking beneath the wave, and had time to utter but one articulate breath, or were wasting away upon the death-bed, and had strength to make but one exhortation more,—that dying legacy should be, "Remember thy Creator in the days of thy youth."

I can, then, confess myself second to no one in the depth and sincerity of my convictions and desires, respecting the necessity and universality, both on abstract and on practical grounds, of a religious education for the young; and if I had stronger words at command, in which to embody these views, I would not fail to use them. But the question still remains, How shall so momentous an object be pursued? In the measures we adopt to give a religious education to others, shall we ourselves abide by the dictates of religion; or shall we do, as has almost universally been done, ever since the unhallowed union between church and state, under Constantine,—shall we seek to educate the community religiously, through the use of the most irreligious means?

On this subject, I propose to speak with freedom and plainness, and more at length than I should feel required to do, but for the peculiar circumstances in which I have been placed. It is matter of notoriety, that the views of the Board of Education,—and my own, perhaps still more than those of the Board,—on the subject of religious instruction in our Public Schools, have been subjected to animadversion. Grave charges have been made against us, that our purpose was to exclude religion; and to exclude that, too, which is the common exponent of religion,—the Bible,—from the Common Schools of the State; or, at least, to derogate from its authority, and destroy its influence in them. Whatever prevalence a suspicion of the

truth of these imputations may have heretofore had, I have reason to believe that further inquiry and examination have done much to disabuse the too credulous recipients of so groundless a charge. Still, amongst a people so commendably sensitive on the subject of religion, as are the people of Massachusetts, any suspicion of irreligious tendencies, will greatly prejudice any cause, and, so far as any cause may otherwise have the power of doing good, will greatly impair that power.

It is known, too, that our noble system of Free Schools for the whole people, is strenuously opposed;—by a few persons in our own State, and by no inconsiderable numbers in some of the other states of this Union;—and that a rival system of "Parochial" or "Sectarian Schools," is now urged upon the public by a numerous, a powerful, and a well-organized body of men. It has pleased the advocates of this rival system, in various public addresses, in reports, and through periodicals devoted to their cause, to denounce our system as irreligious and anti-Christian. They do not trouble themselves to describe what our system is, but adopt a more summary way to forestall public opinion against it, by using general epithets of reproach, and signals of alarm.

In this age of the world, it seems to me that no student of history, or observer of mankind, can be hostile to the precepts and the doctrines of the Christian religion, or opposed to any institutions which expound and exemplify them; and no man who thinks, as I cannot but think, respecting the enduring elements of character, whether public or private, can be willing to have his name mentioned while he is living, or remembered when he is dead, as opposed to religious instruction, and Bible instruction for the young. In making this final Report, therefore, I desire to vindicate my conduct from the charges that have been made against it; and, so far as the Board has been implicated in these charges, to leave my testimony on record for their exculpation. Indeed, on this point, the Board and myself must be justified or condemned together; for I do not believe they would have enabled me, by their annual reëlections, to carry forward any plan for excluding either the Bible or religious instruction from the schools; and had the Board required

me to execute such a purpose, I certainly should have given them the earliest opportunity to appoint my successor. I desire, also, to vindicate the system with which I have been so long and so intimately connected, not only from the aspersion, but from the suspicion, of being an irreligious, or anti-Christian, or an un-Christian system. I know, full well, that it is unlike the systems which prevail in Great Britain, and in many of the continental nations of Europe, where the Established Church controls the education of the young, in order to keep itself established. But this is presumptive evidence in its favor, rather than against it.

All the schemes ever devised by governments, to secure the prevalence and permanence of religion among the people, however variant in form they may have been, are substantially resolvable into two systems. One of these systems holds the regulation and control of the religious belief of the people to be one of the functions of government, like the command of the army or the navy, or the establishment of courts, or the collection of revenues. According to the other system, religious belief is a matter of individual and parental concern; and, while the government furnishes all practicable facilities for the independent formation of that belief, it exercises no authority to prescribe, or coercion to enforce it. The former is the system, which, with very few exceptions, has prevailed throughout Christendom, for fifteen hundred years. Our own government is almost a solitary example among the nations of the earth, where freedom of opinion, and the inviolability of conscience, have been even theoretically recognized by the law.

The argument in behalf of a government-established religion, at the time when it was first used, was not without its plausibility; but the principle, once admitted, drew after it a train of the most appalling consequences. If religion is absolutely essential to the stability of the State, as well as to the present and future happiness of the subject; why, it was naturally asked, should not the government enforce it? And, if government is to enforce religion, it follows, as a necessary consequence, that it must define it?—for how can it enforce a duty which, being undefined, is uncertain? And, again, if government begins to

define religion, it must define what it is not, as well as what it is; and while it upholds whatever is included in the definition, it must suppress and abolish whatever is excluded from it. The definition, too, must keep pace with speculation, and must take cognizance of all outward forms and observances; for, if speculation is allowed to run riot, and ceremonies and observances to spring up unrestrained, religion will soon elude control, emerge into new forms, and exercise, if it does not arrogate, a substantial independence. Both in regard to matters of form and of substance, all recusancy must be subdued, either by the deprivation of civil rights, or by positive inflictions; for the laws of man, not possessing, like the laws of God, a self-executing power, must be accompanied by some effective sanction, or they will not be obeyed. If a light penalty proves inadequate, a heavier one must follow,—the loss of civil privileges by disfranchisement, or of religious hopes by excommunication. If the non-conformist feels himself, by the aid of a higher power, to be secure against threats of future perdition, the civil magistrate has terrible resources at command, in this life,—imprisonment, scourging, the rack, the fagot, death. Should it ever be said that these are excessive punishments for exercising freedom of thought, and for allowing the heart to pour forth those sentiments of adoration to God, with which it believes God himself has inspired it?—the answer is always ready, that nothing is so terrible as the heresy that draws after it the endless wrath of the Omnipotent; and, therefore, that Smithfield fires, and Inquisitorial tortures, and *auto-de-fes*, and St. Bartholomews, are cheap offerings at the shrine of Truth;—nay, compared with the awful and endless consequences of a false faith, they are of less moment than the slightest puncture of a nerve. And, assuming the truth of the theory, and the right of the government to secure faith by force, it surely would be better, infinitely better, that every hill-top should be lighted with the fires of Smithfield, and every day in the calendar should be a St. Bartholomew's, than that errors so fatal should go un-abolished.

In the council-hall of the Inquisition at Avignon, there still is, or lately was, to be seen, a picture of the good Samaritan

painted upon the wall. The deed of mercy commemorated by this picture, was supposed to be the appropriate emblem of the Inquisitor's work. The humanity of pouring oil and wine into the wounds of the bleeding wayfarer who had fallen among thieves; the kindness of dismounting from his own beast, and setting the half-dead victim of violence upon it; and the generosity of purchasing comfort and restoration for him at an inn, were held to be copied and imitated, upon an ampler and a nobler scale, by the arrest of the heretic, by the violence that tore him from home and friends, and by the excruciating tortures that at last wrenched soul and body asunder. The priests who sentenced, and the familiars that turned the wheel, or lighted the fagot; or, with red-hot pincers, tore the living flesh from the quivering limbs, were but imitators of the good Samaritan, binding up moral wounds, and seeking to take a lost traveller to a place of recovery and eternal repose. So when the news of the massacre of St. Bartholomew's,—on which occasion, thirty thousand men, women, and children, were butchered at the stroke of a signal-bell,—reached Rome, the Pope and his cardinals ordained a Thanksgiving, that all true believers might rejoice together at so glorious an event, and that God might be honored for the pious hearts that designed and the benevolent hands that executed so Christian a deed. And, admitting their premises, surely they were right. Could communities, or even individuals, be rescued from endless perdition, at the price of a massacre or an *auto-de-fe*, the men who would wield the sword, or kindle the flame, would be only nobler Samaritans; and the picture upon the Inquisition walls at Avignon would be but an inadequate emblem of their soul-saving beneficence.

But in all the persecutions and oppressions ever committed in the name of religion, one point has been unwarrantably assumed;—namely, *that the faith of their authors was certainly and infallibly the true faith.* With the fewest exceptions, the advocates of all the myriad conflicting creeds that have ever been promulgated have held substantially the same language: "*Our* faith we know to be true. For its truth, we have the evidence of our reason and our conscience; we have the Word

of God in our hands, and we have the Spirit of God in our hearts, testifying to its truth."* The answer to this claim is almost too obvious to be mentioned. The advocates of hundreds and thousands of hostile creeds have placed themselves upon the same ground. Each has claimed the same proof from reason and conscience, the same external revelation from God, and the same inward light of His spirit. But if truth be *one*, and hence necessarily harmonious; if God be its author; and if the voice of God be not more dissonant than the tongues of Babel; then, at least all but one of the different forms of faith ever promulgated by human authority, so far as these forms conflict with each other, cannot have emanated from the Fountain of all truth. These faiths must have been more or less erroneous. The believers in them must have been more or less mistaken. Who, on an impartial survey of the whole, and a recollection of the confidence with which each one has been claimed to be infallibly true, shall dare to affirm that any one of them all is a perfect transcript of the perfect law, as it exists in the Divine Mind, *and that that one is his?*

But here arises a practical distinction, which the world has lost sight of. It is this: After seeking all possible light from within, from without, and from above, each man's belief is his own standard of truth; *but it is not the standard for any other man.* The believer is bound to live by his belief under all circumstances, in the face of all perils, and at the cost of any sacrifice. But his standard of truth is the standard for himself alone; *never for his neighbor.* That neighbor must have his own standard, which to him must be supreme. And the fact that each man is bound to follow his own best light and guidance is an express negation of any other man's right, and of any government's right, of forcible interference. Here is the dividing line. On one side, lie personal freedom and the recognition of freedom in others; on the other side, are intolerance, oppression, and all the wrongs and woes of persecution for conscience' sake. The hierarchs of the world have generally reversed this

* Or, as I once heard the same sentiment expressed in the pulpit, from the lips of an eminent divine: "I am right, and I know I am right, and I know I know it."

rule of duty. They have been more rigid in demanding that others should live according to their faith, than in living in accordance with it themselves.

Did the history of mankind show that there has been the most of virtue and piety in those nations where religion has been most rigorously enforced by law, the advocates of ecclesiastical domination would have a powerful argument in favor of their measures of coercion. But the united and universal voice of history, observation, and experience, gives the argument to the other side. Nor is this surprising. Weak and fallible as human reason is, it was too much to expect that any mere man, even though aided by the light of a written revelation, would ever fathom the whole counsels of the Omnipotent and the Eternal. But the limitations and shortsightedness of men's reason did not constitute the only obstacle to their discovery of truth. All the passions and perversities of human nature conspired to prevent so glorious an achievement. The easily-acquired but awful power possessed by those who were acknowledged to be the chosen expounders of the Divine will, tempted men to set up a false claim to be the depositaries of God's purposes towards men, and the selected medium of his communication with them; and to this temptation erring mortals were fain to yield. Those who were supposed able to determine the destiny of the soul in the next world, came easily to control opinion, conduct, and fortune, in this. Hence they established themselves as a third power,—a power between the creature and the Creator,—not to facilitate the direct communion between man and his Maker, but to supersede it. They claimed to carry on the intercourse between heaven and earth, as merchants carry on commerce between distant nations, where the parties to the interchange never meet each other. The consequence soon was, that this celestial commerce degenerated into the basest and most mercenary traffic. The favors of heaven were bought and sold, like goods in the market-place. Robbery purchased pardon and impunity by bribing the judge with a portion of the wealth it had plundered. The assassin bought permission to murder, and the incendiary to burn. A Price-Current of crime was established, in which

sins were so graduated, as to meet the pecuniary ability of both rich and poor offenders. Licenses to violate the laws of God and man became luxuries, for which customers paid according to their several ability. Gold was the representative of all virtues as well as of all values. Under such a system, men lost their conscience, and women their virtue; for the right to commit all enormities was purchasable by money, and pardonable by grace;—save only the guilt of heresy; and the worst of all heresies consisted in men's worshipping the God of their fathers according to the dictates of their consciences.

Those religious exercises which consist in a communion of the soul with its Father in heaven, have been beautifully compared to telegraphic communications between distant friends; where, silent as thought, and swift as the lightning, each makes known to the other his joys and his desires, his affection and his fidelity, while the busy world around may know nought of their sacred communings. But as soon as hierarchies obtained control over men, they changed the channel of these communications between heaven and earth. An ecclesiastical bureau was established; and it was decreed that all the telegraphic wires should centre in that;—so that all the communications between man and his Maker should be subject to the inspection of its chiefs, and carried on through their agency alone. Thus, whether the soul had gratitude or repentance to offer to its God, or light or forgiveness to receive from on high, the whole intercourse, in both directions, must go through the government office, and there be subject to take such form; to be added to or subtracted from, as the ministers or managers, in possession of power, might deem to be expedient. Considering the nature of man, one may well suppose that many of the most precious of the messages were never forwarded; that others were perverted, or forged ones put in their place; and that, in some instances at least, the reception of fees was the main inducement to keep the machinery in operation.

Among the infinite errors and enormities, resulting from systems of religion devised by man, and enforced by the terrors of human government, have been those dreadful reäctions, which have abjured all religion, spurned its obligations, and voted the

Deity into non-existence. This extreme is, if possible, more fatal than that by which it was produced. Between these extremes, philanthropic and godly men have sought to find a medium which should avoid both the evils of ecclesiastical tyranny, and the greater evils of atheism. And this medium has at length been supposed to be found. It is promulgated in the great principle, that government should do all that it can to facilitate the acquisition of religious truth; but shall leave the decision of the question, what religious truth is, to the arbitrament, without human appeal, of each man's reason and conscience;—in other words, that government shall never, by the infliction of pains and penalties, or by the privation of rights or immunities, call such decision either into pre-judgment or into review. The formula in which the Constitution of Massachusetts expresses it, is in these words: "All religious sects and denominations, demeaning themselves peaceably and as good citizens, shall be equally under the protection of law; and no subordination of one sect or denomination to another shall ever be established by law."

The great truth recognized and expressed in these few words of our Constitution, is one which it has cost centuries of struggle and of suffering, and the shedding of rivers of blood, to attain; and he who would relinquish or forfeit it, virtually impetrates upon his fellow-men other centuries of suffering and the shedding of other rivers of blood. Nor are we as yet entirely removed from all danger of relapse. The universal interference of government in matters of religion, for so many centuries, has hardened the public mind to its usurpations. Men have become tolerant of intolerance; and among many nations of Christendom the common idea of Religious Freedom is satisfied by an exemption from fine and imprisonment for religious belief. They have not yet reached the conception of equal privileges and franchises for all. Doubtless the time will come when any interference, either by positive infliction or by legal disability, with another man's conscience in religious concernments, so long as he molests no one by the exercise of his faith, will be regarded as the crowning and supereminent act of guilt which one human being can perpetrate against another. But

this time is far from having yet arrived, and nations, otherwise equally enlightened, are at very different distances from this moral goal. The oppressed, on succeeding to power, are prone to become oppressors, in their turn; and to forget, as victors, the lessons, which, as victims, they had learned.

The Colonial, Provincial, and State history of Massachusetts shows by what slow degrees the rigor of our own laws was relaxed, as the day-star of religious freedom slowly arose after the long, black midnight of the Past. It was not, indeed, until a very recent period, that all vestige of legal penalty or coercion was obliterated from our statute book, and all sects and denominations were placed upon a footing of absolute equality in the eye of the law. Until the ninth day of April, 1821, no person, in Massachusetts, was eligible to the office of Governor, Lieutenant Governor, or Counsellor, or to that of senator or representative in the General Court, unless he would make oath to a belief in the particular form of religion adopted and sanctioned by the State. And until the eleventh day of November, 1833, every citizen was taxable, by the constitution and laws of the State, for the support of the *Protestant* religion, whether he were a Protestant, a Catholic, or a believer in any other faith. Nor was it until the tenth day of March, 1827, (St. 1826, ch. 143, § 7,) that it was made unlawful to use the Common Schools of the State as the means of proselyting children to a belief in the doctrines of particular sects, whether their parents believed in those doctrines or not.

All know the energetic tendency of men's minds to continue in a course to which long habit has accustomed them. The same law is as true in regard to institutions administered by bodies of men, as in regard to individual minds. The doctrine of momentum, or head-way, belongs to metaphysics, as much as to mechanics. A statute may be enacted, and may even be executed by the courts, long before it is ratified and enforced by public opinion. Within the last few years, how many examples of this truth has the cause of temperance furnished! And such was the case, in regard to the law of 1827, prohibiting sectarian instruction in our Public Schools. It was not easy for committees, at once, to withdraw or to exclude the

books, nor for teachers to renounce the habits, by which this kind of instruction had been given. Hence, more than ten years subsequent to the passage of that law, at the time when I made my first educational and official circuits over the State, I found books in the schools, as strictly and exclusively *doctrinal* as any on the shelves of a theological library. I heard teachers giving oral instruction, as strictly and purely *doctrinal*, as any ever heard from the pulpit, or from the professor's chair. And more than this: I have now in my possession, printed directions, given by committee men to teachers, enjoining upon them the use of a catechism, in school, which is wholly devoted to an exposition of the doctrines of one of the denominations amongst us. These directions bear date a dozen years subsequent to the prohibitory law, above referred to. I purposely forbear to intimate what doctrine or what denomination was "*favored*," in the language of the law, by these means; because I desire to have this statement as impersonal as it can be.

In the first place, then, I believed these proceedings not only to be wholly unwarranted by law, but to be in plain contravention of law. And, in the next place, the Legislature had made it the express duty of the Secretary, "diligently to apply himself to the object of collecting information of the condition of the Public Schools, [throughout the State,] of the fulfilment of the duties of their office by all members of the school committees of all the towns, and the circumstances of the several school districts in regard to all the subjects of teachers, pupils, books, apparatus, and methods of education," and so forth. I believed then, as now, that religious instruction in our schools, to the extent which the constitution and laws of the State allowed and prescribed, was indispensable to their highest welfare, and essential to the vitality of moral education. Then as now, also, I believed that sectarian books, and sectarian instruction, if their encroachments were not resisted, would prove the overthrow of the schools. While, on the one hand, therefore, I did deplore, in language as earnest and solemn as I was capable of commanding, the insufficiency of moral and religious instruction given in the schools; on the other hand, instead of detail-

ing what I believed to be infractions of the law, in regard to sectarian instruction, I endeavored to set forth what was supposed to be the true meaning and intent of the law. Such a general statement of legal limitations and prohibitions, instead of a specific arraignment of teachers or of committees, for disregarding them, I judged to be the milder and more eligible course. Less, I could not do, and discharge the duty which the law had expressly enjoined upon me. More, I deemed it unadvisable to do, lest transgressors should take offence at what they might deem to be an unnecessary personal exposure. And further, I had confidence, that when the law itself and the reasons of equity and public policy on which it was founded should be better understood, all violations of it would cease. Every word of my early reports having any reference to this subject, was read in the presence of the Board, on which sat able lawyers and distinguished clergymen of different denominations, and no word of exception was ever taken to the views there presented, either on the ground that they were contrary to law, or had any sinister or objectionable tendency.

No person, then, in the whole community, could have been more surprised or grieved than myself, at finding my views, in regard to the extent and the limitation of religious instruction in our Public Schools, attributed to a hostility to religion itself, or a hostility to the Scriptures, which are the "lively oracles" of the Christian's faith. As the Board was implicated with me in these charges, (they never having dissented from my views, and continuing to reëlect me annually to the office of Secretary,) it is well known to its earlier members, that I urged the propriety of their meeting these charges with a public and explicit denial of their truth. In so grave a matter, I did not think that a refutation of the calumny would derogate from their dignity; but only evince the sensitiveness of their moral feelings, and the firmness of their moral principles. Such was the course pursued by the Board of Commissioners of Education, in Ireland, composed of some of the most pious and elevated dignitaries in both communions; and, at whose head, was that most able and venerable prelate, Archbishop Whateley. When their conduct was assailed, and their motives im-

pugned, because they refused to turn the National Schools into engines for proselyting from one sect to another, they met the charges from year to year, in their annual reports; and finally discomfited and put to shame their bigoted assailants.

To my suggestion, in regard to vindicatory measures, the reply was, that, as the charges were groundless, they probably would be temporary; and that a formal reply to the accusations might bestow an undeserved importance upon the accusers. Were it not that the opinion of the Board at that time did not coincide with my own, I should still think, that an early, temperate, but decided refutation, by the Board itself, of the charges against them, and against the system administered by them, or under their auspices, would have been greatly preventive of evil, and fruitful of good. The preoccupancy of the public mind with error, on so important a subject, is an unspeakable calamity; and errors that derive their support from religious views, are among the most invincible. But different counsels prevailed; and, for several years, in certain quarters, suspicions continued rife. I was made to see, and deeply to feel, their disastrous and alienating influence, as I travelled about the State; sometimes withdrawing the hand of needed assistance, and sometimes, when conduct extorted approval, impeaching the motives that prompted it. By no cause, not dearer to me than life itself, could I ever have persevered, amid the trials and anxieties, and against the obstacles, that beset my path. But I felt that there is a profound gratification in standing by a good cause, in the hour of its adversity. I believed there must be a deeper pleasure in following truth to the scaffold, than in shouting in the retinue where error triumphs. I felt, too, a religious confidence, that truth would ultimately prevail; and that it was my duty to labor, in the spirit of a genuine disciple, who toils on with equal diligence and alacrity, whether his cause is to be crowned with success in his own life-time, or only at the end of a thousand years. And, as the complement of all other motives, I felt that a true education would be among the most efficient of means to prevent the reäppearance in another generation, of such an aggressive and unscrupulous opposition, as the Board and myself were suffering under in this.

After years of endurance, after suffering under misconstructions of conduct, and the imputation of motives, whose edge is sharper than a knife, it was, at my suggestion, and by making use of materials which I had laboriously collected, that the Board made its Eighth Annual Report;—a document said to be the ablest argument in favor of the use of the Bible in Schools, any where to be found. This Report had my full concurrence. Since its appearance, I have always referred to it, as explanatory of the views of the Board, and as setting forth the law of a wise Commonwealth and the policy of a Christian people. Officially and unofficially, publicly and privately, in theory and in practice, my course has always been in conformity with its doctrines. And I avail myself of this, the last opportunity which I may ever have, to say, in regard to all affirmations or intimations, that I have ever attempted to exclude religious instruction from school, or to exclude the Bible from school, or to impair the force of that volume, arising out of itself, are now, and always have been, without substance or semblance of truth.

But it may still be said, and it is said, that, however sincere, or however religiously disposed, the advocates of our school system may be, still the character of the system is not to be determined by the number, nor by the sincerity of its defenders, but by its own inherent attributes; and that, if judged by these attributes, it is, in fact and in truth, an irreligious, an un-Christian, and an anti-Christian system. Having devoted the best part of my life to the promotion of this system, and believing it to be the only system which ought to prevail, or can permanently prevail, in any free country; I am not content to see it suffer, unrelieved, beneath the weight of imputations so grievous; nor is it right that any hostile system should be built up by so gross a misrepresentation of ours. That our Public Schools are not Theological Seminaries, is admitted. That they are debarred by law from inculcating the peculiar and distinctive doctrines of any one religious denomination amongst us, is claimed; and that they are also prohibited from ever teaching that what they do teach, is the whole of religion, or all that is essential to religion or to salvation, is equally certain. But our system

earnestly inculcates all Christian morals; it founds its morals on the basis of religion; it welcomes the religion of the Bible; and, in receiving the Bible, it allows it to do what it is allowed to do in no other system,—*to speak for itself*. But here it stops, not because it claims to have compassed all truth; but because it disclaims to act as an umpire between hostile religious opinions.

The very terms, *Public School*, and *Common School*, bear upon their face, that they are schools which the children of the entire community may attend. Every man, not on the pauper list, is taxed for their support. But he is not taxed to support them as special religious institutions; if he were, it would satisfy, at once, the largest definition of a Religious Establishment. But he is taxed to support them, as a *preventive* means against dishonesty, against fraud, and against violence; on the same principle that he is taxed to support criminal courts as a *punitive* means against the same offences. He is taxed to support schools, on the same principle that he is taxed to support paupers; because a child without education is poorer and more wretched than a man without bread. He is taxed to support schools, on the same principle that he would be taxed to defend the nation against foreign invasion, or against rapine committed by a foreign foe; because the general prevalence of ignorance, superstition, and vice, will breed Goth and Vandal at home, more fatal to the public well-being, than any Goth or Vandal from abroad. And, finally, he is taxed to support schools, because they are the most effective means of developing and training those powers and faculties in a child, by which, when he becomes a man, he may understand what his highest interests and his highest duties are; and may be, in fact, and not in name only, a free agent. The elements of a political education are not bestowed upon any school child, for the purpose of making him vote with this or that political party, when he becomes of age; but for the purpose of enabling him to choose for himself, with which party he will vote. So the religious education which a child receives at school, is not imparted to him, for the purpose of making him join this or that denomination, when he arrives at years of discretion, but for the purpose of enabling him to judge for himself, according to the dic-

tates of his own reason and conscience, what his religious obligations are, and whither they lead. But if a man is taxed to support a school, where religious doctrines are inculcated which he believes to be false, and which he believes that God condemns; then he is excluded from the school by the Divine law, at the same time that he is compelled to support it by the human law. This is a double wrong. It is politically wrong, because, if such a man educates his children at all, he must educate them elsewhere, and thus pay two taxes, while some of his neighbors pay less than their due proportion of one; and it is religiously wrong, because he is constrained, by human power, to promote what he believes the Divine Power forbids. The principle involved in such a course is pregnant with all tyrannical consequences. It is broad enough to sustain any claim of ecclesiastical domination, ever made in the darkest ages of the world. Every religious persecution, since the time of Constantine, may find its warrant in it, and can be legitimately defended upon it. If a man's estate may be taken from him to pay for teaching a creed which he believes to be false, his children can be taken from him to be taught the same creed; and he, too, may be punished to any extent, for not voluntarily surrendering both his estate and his offspring. If his children can be compulsorily taken and taught to believe a creed which the parent disbelieves, then the parent can be compulsorily taken and made to subscribe the same creed. And, in regard to the extent of the penalties which may be invoked to compel conformity, there is no stopping-place between taking a penny and inflicting perdition. It is only necessary to call a man's reason and conscience and religious faith, by the name of recusancy, or contumacy, or heresy, and so to inscribe them on the statute book; and then the non-conformist or dissenter may be subdued by steel, or cord, or fire; by anathema and excommunication in this life, and the terrors of endless perdition in the next. Surely, that system cannot be an irreligious, an anti-Christian, or an un-Christian one, whose first and cardinal principle it is, to recognize and protect the highest and dearest of all human interests, and of all human rights.

Again; it seems almost too clear for exposition, that our sys-

tem, *in one of its most essential features*, is not only, not an irreligious one, but that it is more strictly religious than any other which has ever yet been adopted. Every intelligent man understands what is meant by the term "Jurisdiction." It is the rightful authority which one person, or one body of men, exercises over another person, or persons. Every intelligent man understands, that there are some things which are within the jurisdiction of government, and other things which are not within it. As Americans, we understand that there is a line, dividing the jurisdiction of the State Governments from the jurisdiction of the Federal Government; and that it is a violation of the constitutions of both, for either to invade the legitimate sphere of action which belongs to the other. We all understand, that neither any State in this Union, nor the Union itself, has any right of interference between the British sovereign and a British subject, or between the French government and a citizen of France. Let this doctrine be applied to the relations which our fellow-citizens bear to the rulers who have authority over them. Primarily, religious rights embrace the relations between the creature and the Creator, just as political rights embrace the relations between subject and sovereign, or between a free citizen and the government of his choice; and just as parental rights embrace the relation between parent and child. Rights, therefore, which are strictly religious, lie out of, and beyond the jurisdiction of civil governments. They belong, exclusively, to the jurisdiction of the Divine government. If, then, the State of Massachusetts has no right of forcible interference between an Englishman, or a Frenchman, and the English or French government; still less, far less, has it any right of forcible interference, between the soul of man, and the King and Lord to whom that soul owes undivided and supreme allegiance. Civil society may exist, or it may cease to exist. Civil government may continue for centuries in the hands of the same dynasty, or it may change hands, by revolution, with every new moon. The man, outcast and outlawed to-day, and to whom, therefore, we owe no obedience, may be rightfully installed in office tomorrow, and may then require submission to his legitimate authority. The civil governor may resign, or be deposed;

the frame-work of the government may be changed, or its laws altered; so that the duty of allegiance to a temporal sovereign may have a succession of new objects, or a succession of new definitions. But the relation of man to his Maker never changes. Its object and its obligations are immutable. The jurisdiction which God exercises over the religious obligations which his rational and accountable offspring owe to Him, excludes human jurisdiction. And, hence it is, that religious rights are inalienable rights. Hence, also, it is, that it is an infinitely greater offence to invade the special and exclusive jurisdiction which the Creator claims over the consciences and hearts of men, than it would be to invade the jurisdiction which any foreign nation rightfully possesses over its own subjects or citizens. The latter would be only an offence against international law; the former is treason against the majesty of Heaven. The one violates secular and temporal rights only; the other violates sacred and eternal ones. When the British Government passed its various statutes of *præmunire*, as they were called,—statutes to prevent the Roman Pontiff from interfering between the British sovereign and the British subject,—it was itself constantly enacting and enforcing laws which interfered between the Sovereign of the universe and His subjects upon earth, far more directly and aggressively, than any edict of the Roman See ever interfered with any allegiance due from a British subject to the self-styled Defender of the Faith.

It was in consequence of laws that invaded the direct and exclusive jurisdiction which our Father in heaven exercises over his children upon earth, that the Pilgrims fled from their native land, to that which is the land of our nativity. They sought a residence so remote and so inaccessible, in the hope that the prerogatives of the Divine Magistrate might no longer be set at nought by the usurpations of the civil power. Was it not an irreligious and an impious act, on the part of the British government, to pursue our ancestors with such cruel penalties and privations, as to drive them into banishment? Was it not a religious and a pious act in the Pilgrim Fathers to seek a place of refuge, where the arm of earthly power could neither restrain them from worshipping God in the manner which they

believed to be most acceptable to Him, nor command their worship in a manner believed to be unacceptable? And if it was irreligious in the British government to violate freedom of conscience in the case of our forefathers, two centuries ago, then it is more flagrantly irreligious to repeat the oppression, in this more enlightened age of the world. If it was a religious act in our forefathers to escape from ecclesiastical tyranny, then it must be in the strictest conformity to religion for us to abstain from all religious oppression over others; and to oppose it wherever it is threatened. And this abstinence from religious oppression, this acknowledgement of the rights of others, this explicit recognition and avowal of the supreme and exclusive jurisdiction of Heaven, and this denial of the right of any earthly power to encroach upon that jurisdiction, is precisely what the Massachusetts school system purports to do in theory, and what it does actually in practice. Hence I infer that our system is not an irreligious one, but is in the strictest accordance with religion and its obligations.

It is still easier to prove that the Massachusetts school system is not anti-Christian nor un-Christian. The Bible is the acknowledged expositor of Christianity. In strictness, Christianity has no other authoritative expounder. This Bible is in our Common Schools, by common consent. Twelve years ago, it was not in all the schools. Contrary to the genius of our government, if not contrary to the express letter of the law, it had been used for sectarian purposes,—to prove one sect to be right, and others to be wrong. Hence, it had been excluded from the schools of some towns, by an express vote. But since the law and the reasons on which it is founded, have been more fully explained and better understood; and since sectarian instruction has, to a great extent, ceased to be given, the Bible has been restored. I am not aware of the existence of a single town in the State, in whose schools it is not now introduced, either by a direct vote of the school committee, or by such general desire and acquiescence, as supersede the necessity of a vote. In all my intercourse, for twelve years, whether personal or by letter, with all the school officers in the State, and with tens of thousands of individuals in it, I have

never heard an objection made to the use of the Bible in school, except in one or two instances; and, in those cases, the objection was put upon the ground, that daily familiarity with the book, in school, would tend to impair a reverence for it.

If the Bible, then, is the exponent of Christianity; if the Bible contains the communications, precepts, and doctrines, which make up the religious system, called and known as Christianity; if the Bible makes known those truths, which, according to the faith of Christians, are able to make men wise unto salvation; and if this Bible is in the schools, how can it be said that Christianity is excluded from the schools; or how can it be said that the school system, which adopts and uses the Bible, is an anti-Christian, or an un-Christian system? If that which is the acknowledged exponent and basis of Christianity is in the schools, by what tergiversation in language, or paralogism in logic, can Christianity be said to be shut out from the schools? If the Old Testament were in the schools, could a Jew complain, that Judaism was excluded from them? If the Koran were read regularly and reverently in the schools, could a Mahomedan say that Mahomedanism was excluded? Or, if the Mormon Bible were in the schools, could it be said that Mormonism was excluded from them?

Is it not, indeed, too plain, to require the formality of a syllogism, that if any man's creed is to be found in the Bible, and the Bible is in the schools, then that man's creed is in the schools? This seems even plainer than the proposition, that two and two make four;—that is, we can conceive of a creature so low down in the scale of intelligence, that he could not see what sum would be produced by adding two and two together, who still could not fail to see, that, if a certain system, called Christianity, were contained in, and inseparable from, a certain book called the Bible, then wherever the Bible might go, there the system of Christianity must be. If a vase of purest alabaster, filled with myrrh and frankincense, and precious ointments, were in the school, would not their perfumes be there also? And would the beautiful vase, and the sweet aroma of spice and unguent be any more truly there, if some concocter of odors, such as nature never made, should insist

upon saturating the air with the products of his own distillations, which, though pleasant to *his* idiosyncracy, would be nauseous to every body else? But if a man is conscious or suspicious, that his creed is not in the Bible, but resolves that it shall be in the schools, at any rate; then it is easy to see that he has a motive either to exclude the Bible from school, or to introduce some other book, or some oral interpreter in company with it, to misconstrue and override it. If the Bible is in the schools, we can see a reason why a Jew, who disbelieves in the mission of our Savior; or a Mahomedan who believes in that of the Prophet, should desire, by oral instruction, or catechism, or otherwise, to foist in his own views, and thereby smother all conflicting views; but even they would not dare to say that the schools where the Bible was found, were either anti-Christian or un-Christian. So far from this, if they were candid, they would acknowledge that the system of Christianity was in the schools, and that they wished to neutralize and discard it, by hostile means.

And further; our law explicitly and solemnly enjoins it upon all teachers, without any exception, "to exert their best endeavors, to impress on the minds of children and youth committed to their care and instruction, the principles of piety, justice, and a sacred regard to truth, love to their country, humanity and universal benevolence, sobriety, industry, and frugality, chastity, moderation, and temperance, and those other virtues which are the ornament of human society, and the basis upon which a republican constitution is founded." Are not these virtues and graces part and parcel of Christianity? In other words, can there be Christianity without them? While these virtues and these duties towards God and man, are inculcated in our schools, any one who says that the schools are anti-Christian or un-Christian, expressly affirms that his own system of Christianity does not embrace any one of this radiant catalogue; that it rejects them all; that it embraces their opposites!

And further still; our system makes it the express duty of all the "resident ministers of the Gospel" to bring all the children within the moral and Christian inculcations above enu-

merated; so that he who avers that our system is an anti-Christian or an un-Christian one, avers that it is both anti-Christian and un-Christian for a "minister OF THE GOSPEL to promote, or labor to diffuse, the moral attributes and excellences, which the statute so earnestly enjoins.

So far, the argument has been of an affirmative character. Its scope and purpose show, or, at least, tend to show, *by direct proof*, that the school system of Massachusetts is not an anti-Christian, nor an un-Christian system. But there is still another mode of proof. The truth of a proposition may be established, by showing the falsity or absurdity of all conflicting propositions. So far as this method can be applied to moral questions, its aid may safely be invoked here.

What are the other courses, which the State of Massachusetts might adopt or sanction, in relation to the education of its youth? They are these four:—

1. It might establish schools, but expressly exclude all religious instruction from them,—making them merely schools for secular instruction.

2. It might adopt a course, directly the reverse of this. It might define and prescribe a system of religion for the schools, and appoint the teachers and officers, whose duty it should be to carry out that system.

3. It might establish schools by law, and empower each religious sect, whenever and wherever it could get a majority, to determine what religious faith should be taught in them. And,

4. It might expressly disclaim and refuse all interference with the education of the young, and abandon the whole work to the hazards of private enterprise, or to parental will, ability, or caprice.

1. A system of schools from which all religious instruction should be excluded, might properly be called un-Christian, or, rather, non-Christian, in the same sense in which it could be called non-Jewish, or non-Mahomedan; that is, as having no connection with either. I do not suppose a man can be found in Massachusetts, who would declare such a system to be his first choice.

2. Were the State to establish schools, and prescribe a sys-

tem of religion to be taught in them, and appoint the teachers and officers to superintend it, could there be any better definition or exemplification of an Ecclesiastical Establishment? Such a system would create, at once, the most formidable and terrible hierarchy ever established upon earth. It would plunge society back into the Dark Ages, at one precipitation. The people would be compelled to worship the image which the government, like another Nebuchadnezzar might set up; and, for any refusal, the fiery furnace, seven times heated, would be their fate. And worse than this. The sacerdotal tyranny of the Dark Ages, and of more ancient, as well as of more modern times, addressed its commands to *men*. Against *men*, it fulminated its anathemas. On *men*, its lightnings fell. But *men* had free agency. They could sometimes escape. They could always resist. They were capable of thought. They had powers of endurance. They could be upheld by a sense of duty here, and by visions of transcending rewards and glories hereafter. They could proclaim truth, in the gaspings of death,—on the scaffold, in the fire, in the interludes of the rack,—and leave it as a legacy and a testimony to others. But *children* have no such resources to ward off tyranny, or to endure its terrors. They are incapable of the same comprehensive survey of truth; of the same invincible resolve; of being inspired with an all-sustaining courage and endurance from the realities of another life. They would die under imprisonment. Affrighted at the sight of the stake, or of any of the dread machinery of torture, they would surrender their souls to be distorted into any deformity, or mutilated into any hideousness. Before the process of starvation had gone on for a day, they would swallow any belief,—from Atheism to Thuggery.

For any human government, then, to attempt to coerce and predetermine the religious opinions of children, by law, and contrary to the will of their parents, is unspeakably more criminal than the usurpation of such control over the opinions of men. The latter is treason against truth; but the former is sacrilege. As the worst of all crimes against chastity are those which debauch the infant victim before she knows what chastity is; so the worst of all crimes against religious truth,

are those which forcibly close up the avenues, and bar the doors, that lead to the forum of reason and conscience. The spirit of ecclesiastical domination, in modern times, finding that the principles of men are too strong for it, is attempting the seduction of children. Fearing the opinions that may be developed by mature reflection, it anticipates and forestalls those opinions; and seeks to imprint, upon the ignorance and receptiveness of childhood, the convictions which it could never fasten upon the minds of men in their maturity. As an instance of this, the "Factories Bill," so called, which, in the year 1843, was submitted by Sir James Graham to the British Parliament, may be cited. Among other things, this bill provided that schools should be established in manufacturing districts, under the auspices of the nation, and partly at its expense. These schools were to be placed under the immediate superintendence and visitation of officers appointed by the government. No teacher was to be eligible unless approved by a bishop or archbishop. Any parent, who hired out his child to work in a factory, for half a day, unless he should go to this sectarian, or government school the other half of the day, was to be fined; and, for non-payment of the fine, imprisonment was the legal consequence. So, any overseer, or factory proprietor, who should employ a child for half a day, who did not attend school the other half, was also subject to a fine; and, of course, to imprisonment, if the fine were not paid. It did not at all alter the principle, that, in a few excepted cases, owing to the peculiar nature of the work, the children were allowed to prosecute it for a whole day, or for two or three days in succession; because, just so long as they were permitted to work, just so long were they required to go to the school, after the work. Nor, in the great majority of cases, was it any mitigation of the plan, that, if the parents would provide a separate school for their children, at their own expense, they might send to it; because not one in ten of the operatives had either time or knowledge to found such a school, or pecuniary ability to pay its expenses, if it were founded. The direct object and effect, therefore, of the proposed law, were to compel children to attend the government school, and to be taught the government religion, under the penalty of star-

vation or the poor-house. Children were debarred from a morsel of bread, unless they took it saturated with the government theology.

Now, to the moral sentiments of every lover of truth, of every lover of freedom for the human soul, is there not a meanness, is there not an infamy, in such a law, compared with which the bloody statutes of Elizabeth and Mary were magnanimous and honorable? To bring the awful forces of government to bear upon and to crush such lofty and indomitable souls, as those of Latimer and Cranmer, of Ridley and Rogers, one would suppose to be diabolical enough to satisfy the worst spirits in the worst regions of the universe; but for a government to doom its children to starvation, unless they will say its catechism; and to imprison the parent, and compel him to hear the wailings of his own famishing offspring,—compel him to see them perish, physically, by starvation, or, morally, by ignorance,—unless he will consent that they shall be taught such religious doctrines, as he believes will be a peril and a destruction to their immortal souls;—is it not the essence of all tyrannies, of all crimes, and of all basenesses, concreted into one!

Such a system as this stands in the strongest possible contrast to the Massachusetts system. Will those who call our system un-Christian and anti-Christian, adopt and practise this system, as Christian and religious?

3. As a third method, the government might establish schools by law, and empower each religious sect, whenever and wherever it could get a majority, to determine what religious faith should be taught in them.

Under such a system, each sect would demand that its own faith should be inculcated in all the schools;—and this, on the clear and simple ground that such faith is the only true one. Each differing faith, believed in by all the other sects, must, of course, be excluded from the schools;—and this, on the equally clear and simple ground, that there can be but one true faith; and which that is, has already been determined, and is no longer an open question. Under such a system, it will not suffice to have the Bible in the schools, to speak for itself. Each sect will rise up and virtually say, "Although the Bible

from Genesis to Revelation is in the schools, yet its true meaning and doctrines are not there; Christianity is not there, unless our commentary, our creed, or our catechism, is there also. A revelation from God is not sufficient. Our commentary, or our teacher, must go with it, to reveal what the revelation means. Our book, or our teacher, must be superadded to the Bible, as an appendix or an erratum is subjoined at the end of a volume, to supply oversights and deficiences, and to rectify the errors of the text. It is not sufficient that the Holy Ghost has spoken by the mouth of David; it is not sufficient that God has spoken by the mouth of all His holy prophets, which have been since the world began; it is not sufficient, that you have the words of one who spoke as never man spake;—all this leaves you in fatal ignorance and error, unless you have our '*Addenda*' and '*Corrigenda*,'—our things to be supplied, and things to be corrected. Nay, we affirm, that, without our interpretation and explanation of the faith which was once delivered unto the saints; all that the Holy Ghost, and God and Christ have promulgated and taught to men, still leaves your system an un-Christian and an anti-Christian system. To accept a revelation directly from Jehovah, is not enough. His revelation must pass through our hands; His Infinite Mind must be measured and squared by our minds; we have sat in council over His law, His promises, and His threatenings, and have decided, definitively, unappealably, and forever, upon the only true interpretation of them all. Your schools may be like the noble Bereans, searching the Scriptures daily, but unless the result of those searchings have our countersign and endorsement, those schools are un-Christian and anti-Christian."

Now, it is almost too obvious to be mentioned, that such a claim as the above, reduces society at once to this dilemma: If one religious sect is authorized to advance it, for itself, then all other sects are equally authorized to do the same thing, for themselves. The right being equal among all the sects, and each sect being equally certain and equally determined; what shall be done? Will not each sect, acting under religious impulses, —which are the strongest impulses that ever animate the breast of man,—will not each sect do its utmost to establish its su-

premacy in all the schools? Will not the heats and animosities engendered in families, and among neighbors, burst forth with a devouring fire, in the primary, or district school meetings; and when the inflammable materials of all the district meetings are gathered together in the town meeting, what can quell or quench the flames, till the zealots, themselves, are consumed in the conflagration they have kindled? Why would not all those machinations and oppressions be resorted to, in order to obtain the ascendancy, if religious proselytism should be legalized in the schools, which would be resorted to, as I have endeavored, in a preceding part of this report, to explain, if political proselytism were permitted in the schools? Suppose, at last, that different sects should obtain predominance in different schools,—just as is done by different religions in the different nations in Europe,—so, that, in one school, one system of doctrines should be taught to the children, under the sanctions of law, as eternal truth; and, in the neighboring schools, other and opposite systems should also be taught, as eternal truth. Under such circumstances, perhaps it is not too much to suppose, that, although some of the weaker sects might be crushed out of existence at once, yet, that all the leading denominations, with their divisions and subdivisions, would have their representative schools. Into these, their respective catechisms, or articles of faith, would be introduced. And though the Bible itself might accompany them, yet, if we may judge from the history of all the religious struggles by which the world has been afflicted, the Bible would become the incident, and the catechism, or articles, the principal. And if these various catechisms, or articles, do declare, as is averred by each party, what the Bible means, and what the Christian religion is; then, what a piebald, heterogeneous, and self-contradictory system, does Christianity become! Suppose these schools to be brought nearer together,—within hearing distance of each other; how discordant are the sounds they utter! Bring them under the same roof; remove partition, or other architectural barrier, so that they may occupy the same apartment; so that the classes may sit side by side; and does the spectacle which they now exhibit

illustrate the one indivisible, all-glorious system of Christianity; —or is it the return of Babel! Would such a system as this be called Christian, by those who denounce our system as anti-Christian?

Is there not, on the contrary, an unspeakable value in the fact, that, under the Massachusetts system, the Bible is allowed to speak for itself? Under a system, opposite to ours, this right of speaking for itself would never be vouchsafed to it. And how narrow is the distance between those who would never allow the Bible to be read by the people at all, and those who will allow it to be read only in the presence of a government interpreter! If government and teachers really believe the Bible to be the word of God,—as strictly and literally given by His inspiration, as the tables of the law which Moses brought down from the mount were written by His finger,—then they cannot deny, that when the Bible is read, God speaks;—just as literally and truly, as an orator or a poet speaks, when his oration or his poem is rehearsed. With this belief, it is no figure of speech to say, when the lids of the Bible are opened, in school, that its oracles may be uttered, that the lips of Jehovah are opened that He may commune with all His children, of whatever faith, who may be there assembled. Is that a time and an occasion, for a worm of the dust, a creature of yesterday, to rush in and close the book, and silence the Eternal One, that he may substitute some form of faith of his own; —some form, either received from tradition, or reasoned out, or guessed out, by his fallible faculties,—and impose it upon the children, as the plainer and better word of God! Or, when the allotted hour for religious instruction comes; or the desire arises in the teacher's mind, that the children of the school should hold communion with their heavenly Father; suppose that Father, instead of the medium of the Bible, should send an angel from His throne, to make known to them His commands and His benedictions, by living lips and in celestial words. Would that be a time for the chiefs of twenty different sects to rush in with their twenty different catechisms, and thrust the heavenly Messenger aside, and struggle to see which could out-

vociferate the rest, in proclaiming what the visitant from on high was about to declare!

I hold it, then, to be one of the excellences, one of the moral beauties of the Massachusetts system, that there is one place in the land, where the children of all the different denominations are brought together for instruction, where the Bible is allowed to speak for itself;—one place, where the children can kneel at a common altar, and feel that they have a common Father and where the services of religion tend to create brothers, and not Ishmaelites. If this be so, then it does violence to truth, to call our system anti-Christian or un-Christian.

Thus far, under this head, I have supposed that the different sects, in their contests for supremacy, would keep the peace. But every page in the history of polemic struggles, shows such a supposition to be delusive. In the contests for victory, success would lead to haughtiness, and defeat to revenge. Affinities and repulsions would gather men into bodies; these bodies would become battalions, and would set themselves in hostile array against each other. Weakness of argument would reinforce itself by strength of arm; and the hostile parties would appeal from the tribunal of reason to the arbitrament of war. But, after cities had been burned, and men slaughtered by thousands, and every diabolical passion in the human breast satiated, and the combatants were forced, from mere exhaustion, to rest upon their arms; it would be found, on a reëxamination of the controverted grounds, that not a rule of interpretation had been altered; not the tense of a single verb, in any disputed text had been changed; not a Hebrew point, nor a Greek article, had been added or taken way; but that every subject of dispute remained as unsettled and uncertain as before. Is any system, which, by the law of the human passions, leads to such results, either Christian or religious?

4. One other system,—if it may be so called,—is supposable; and this exhausts the number of those which stand in direct conflict with ours. It is this: Government might expressly disclaim and refuse all interference with the education of the young, abandoning the whole work to the hazards of private enterprise, or to parental will, ability, or caprice.

The first effect of this course would be, the abandonment of a large portion of the children of every community to hopeless and inevitable ignorance. Even with all the aids, incitements, and bounties, now bestowed upon education, by the most enlightened states in this Union, there exists a perilous and a growing body of ignorance, animated by the soul of vice. Were government systems to be abolished, and all government aids to be withdrawn, the number of American children, who, in the next generation, would be doomed to all the wants and woes that can come in the train of ignorance and error, would be counted by millions. This abandoned portion of the community would be left, without any of the restraints of education, to work out the infinite possibilities of human depravity. In the more favored parts of the country, the rich might educate their own children; although it is well known, even now, that throughout extensive regions of the South and West, the best education which wealth can procure, is meagre, and stinted, and alloyed with much error. The "Parochial," or "Sectarian" system might effect something in populous places; but what could it do in rural districts, where so vast a proportion of all the inhabitants of this country reside? In speaking of the difficulties of establishing schools at the West, Miss Beecher gives an account of a single village which she found there, consisting of only four hundred inhabitants, where there were *fourteen* different denominations. "Of the most numerous portions of these," she says, "each was jealous, lest another should start a church first, and draw in the rest. The result was, neither church nor Sunday school, of any kind, was in existence." Of another place, she says, "I found two of the most influential citizens arrayed against each other, and supported by contending partisans, so that, whatever school one portion patronized, the other would oppose. The result was, no school could be raised, large enough to support any teacher." And, again, "In another large town, I was informed by one of the clergymen, that no less than twenty different teachers opened schools and gave them up, in about six months."

In a population of four hundred, there would be about one hundred children who *ought* to attend school; although this

proportion, on an average of the whole country, is nearly three fold the number of actual attendants. One hundred children would furnish the materials for a good school; but, divided between fourteen different schools, would give only seven children and one seventh of a child to each school. How impossible to sustain schools on such a basis! The more numerous sects, it is true, would have a larger proportion; but just so much less would be the proportion of the smaller sects; and, doubtless, there would be some who would be fully represented by the above mentioned fraction of one seventh of a child. But let us take the case of Massachusetts, where the population has a density of five times the average of the other states in the Union; and let us see how insane and suicidal would be such a course of policy, even with us. Leaving out all the *cities*, there are three hundred and five *towns*, in Massachusetts, and these comprise most of the rural and sparsely populated portion of the State. These three hundred and five towns have an average of eleven schools, (wanting a very small fraction,) for each. Two hundred and twenty-six, of these three hundred and five towns, have a population, according to the last census, of less than twenty-two hundred each. If there are twenty-two hundred inhabitants, and eleven schools, in a town, each school represents an average of two hundred inhabitants. Including every child, who was found in *all* our Public Schools, last year, for any part either of the summer or winter terms, they would make a mean average, for those terms, of only forty-eight to a school. Now, suppose these forty-eight scholars to be divided, not between "*fourteen*," but only between *four* different denominations, there would be but *twelve* to a school. Connect this result with the fact, that Massachusetts has a population five times as dense as the average of the residue of the Union, and it will be seen, by intuition, that only in a few favored localities, could the system of "Sectarian" schools be maintained. This obstacle might be partially overcome by a union of two or more sects, between whom the repellency, resulting from some punctilios in matters of form or ceremonial observance, would not overcome the argument from availability; but this union, having been purchased by the sacrifice of a portion of what

each holds to be absolute truth; why, when any one of the allies should become sufficiently powerful to stand alone, would it not dissolve the alliance, set up for itself, and abandon its confederates to their fate.

In making the above computation, which gives an average of forty-eight scholars to each school; it will be observed, that *all* the schools in the State are included,—the numerously attended schools of the cities, as well as the small ones of the country. And, although the number of districts in the two hundred and twenty-six towns, whose population is less than twenty-two hundred each, may be somewhat less than in the remaining seventy-nine towns; yet, the fact unquestionably is, that an allowance of forty-eight scholars to a school is much too large an average for the schools in these two hundred and twenty-six, of the three hundred and five towns in the State. Of course, twelve scholars to a school would be much too large an average, if the schools were divided only between four different sects. Nor has any mention been made of the large numbers who connect themselves with no religious sect; and who, therefore, if united at all, would be united on the principle of opposition to sect. Surely, the very statement of the case supersedes argument, in regard to the possibility of maintaining schools, for any considerable portion of the children of the country, on such a basis.

The calamities necessarily resulting from so partial and limited a system, as the one now under consideration, would inflict retributive loss and weakness upon all classes in the community, but upon the children of the poor, the ignorant, and the unfortunate, would the blow fall, with terrible severity. And what class of children ought we most assiduously to care for? Christ came to save that which would otherwise be lost. All good men, and all governments, so far as they imitate the example of Christ, strive to succor the distressed, and to reclaim the guilty;—in an *intellectual* and in a *moral* sense, to feed the hungry, to clothe the naked, to visit the sick and the imprisoned;—amid the priceless wealth of character, to find the lost piece of silver, and, amid the wanderings from the fold of truth, to recover the lambs. Before Heaven, it is now, to-

day, the first duty of every government in Christendom, to bring forward those unfortunate classes of the people, who, in the march of civilization, have been left in the rear. Though the van of society should stand still for a century, the rear ought to be brought up. The exterminating decree of Herod was parental and beneficent, compared with the cruel sway of those rulers who dig the pit-falls of temptation along the pathway of children, and suffer them to fall, unwarned and unassisted, into the abysses of ruin. What, then, shall be said of that opposition to our system, which, should it prevail, would doom, to remediless ignorance and vice, a great majority of all the children in this land? Is such a system, as contradistinguished from our free system, Christian and religious?

It is a very surprising fact, but one which is authenticated by a Report, made in the month of July last, by a committee of the Boston Primary Schools, that of the *ten thousand one hundred and sixty-two* children belonging to said schools, *five thousand one hundred and fifty-four* were of foreign parentage. Let sectarianism be introduced into the Boston schools; or, rather, let it be understood, that the schools are to be carried on for the avowed purpose of building up any one of the New England denominations; and what a vast proportion of these *five thousand one hundred and fifty-four* children would be immediately withdrawn from the schools. Their parents would as soon permit them to go to a lazar-house as to such schools; and this, too, from the sincerest of motives. The same thing would prove relatively true, in regard to no inconsiderable number of the less populous cities, and of the most populous towns in the State. Now, what would be the condition of such children, at the end of twenty years; and what the condition of the communities, which had thus cruelly closed the schoolhouse doors upon them? Would not these communities be morally responsible for all the degradation, the miseries, the vices, and the crimes, consequent upon such expulsion from the school? And would such a result be one of the fruits of a Christian and a religious system?

But there would be another inseparable accompaniment of such a system. In Massachusetts, the average compensation

paid to male teachers, is very much larger than that which is paid in any other state in the Union. It is nearly double what is given in most of the States; and yet, even with us, the great body of ambitious and aspiring young men pass by the profession of teaching, and betake themselves to some other employment, known to be more lucrative, and falsely supposed to be more honorable. How degrading, then, must be the effect upon the general character and competency of teachers, as a profession, when, on the abolition of the Public Schools, and the substitution of Private and Sectarian Schools in their stead, the wages of teachers, for the poorer classes, shall be reduced to a pittance, and the collection of even this pittance shall be precarious? What will be the social rank and standing of teachers, when their customary income encourages no previous preparation for their work, doles out only a niggardly subsistence even while they are engaged in the service, and leaves no surplus for the probable wants of sickness, or the certain ones of age? And among whom shall the teacher seek his associates, when he is shunned by the learned for his want of culture, and ridiculed for his poverty by the devotees of wealth? Even in England, where the population is so dense that hardly a spot can be selected as a centre, which will not embrace, within a circumference of convenient distance, a sufficient number of children for a school;—even there, the voluntary and sectarian system leaves at least two thirds of the agricultural and manufacturing classes in a state of the most deplorable ignorance;—supplying them with teachers, so far as it supplies them with teachers at all, who fulfil the double office of perpetuating errors, in school, and degrading the character of the profession, out of it.

There is another fact of fearful significance, which no one who has any regard for the common interests of society, can be pardoned for forgetting. It is known to all, that, in many parts of the Union, the population is so sparse, and can command so little of ready means for paying salaries, that no *resident* clergyman of any denomination is to be found, throughout wide districts of country; and many of those who do devote themselves to the spiritual welfare of their fellow-men are most

scantily provided for. If unmarried, they can barely live; if they have a family, there is, oftentimes, a real scantiness of the comforts and necessaries of life. They have neither books to peruse; nor leisure to read, even if they had books. They may be a pious, but they cannot be a learned clergy. At least in one respect, they are compelled to imitate St. Paul; for, as he wrought at his own "craft" for a subsistence, so must they. And now, if existing means are too scanty to give a respectable support, even to the ministry; how disastrous must be the effect of dividing these scanty means between the institution of the Gospel, and the institution of the School? Will not the vineyard of the Lord be overgrown with weeds; will not its hedges be broken down, and the wild beasts of the forest make their lair therein, if the servants who are set to tend and to dress it, are so few in number, and so miserably provided for? Is not this another criterion by which to determine, whether our present system is not as Christian and as religious, as that which would supplant it?

I know of but one argument, having the semblance of plausibility, that can be urged against this feature of our system. It may be said, that if questions of doctrinal religion are left to be decided by men, for themselves, or by parents for their children, numerous and grievous errors will be mingled with the instruction. Doubtless, the fact is so. If truth be one, and if many contradictory dogmas are taught as truth, then it is mathematically certain, that all the alleged truths, but one, is a falsity. But, though the statement is correct, the inference which is drawn from it, in favor of a government standard of faith, is not legitimate; for all the religious errors which are believed in by the free mind of man, or which are taught by free parents to their children, are tolerable and covetable, compared with those which the patronage and the seductions of government can suborn men to adopt, and which the terrors of government can compel them to perpetuate. The errors of free minds are so numerous and so various, that they prevent any monster-error from acquiring the ascendancy; and, therefore, Truth has a chance to struggle forward amid the strifes of the combatants; but if the monster-error can usurp the throne of the civil Power,

fortify itself by prescription, defend its infallibility with all the forces of the State, sanctify its enormities under sacred names, and plead the express command of God for all its atrocities;—against such an antagonist, Truth must struggle for centuries, bleed at every pore, be wounded in every vital part, and can triumph at last, only after thousands and tens of thousands of her holiest disciples shall have fallen in the conflict.

If, then, a government would recognize and protect the rights of religious freedom, it must abstain from subjugating the capacities of its children to any legal standard of religious faith, with as great fidelity as it abstains from controlling the opinions of men. It must meet the unquestionable fact, that the old spirit of religious domination is adopting new measures to accomplish its work,—measures, which, if successful, will be as fatal to the liberties of mankind, as those which were practised in by-gone days of violence and terror. These new measures are aimed at children instead of men. They propose to supersede the necessity of subduing free thought, *in the mind of the adult*, by forestalling the development of any capacity of free thought, *in the mind of the child.* They expect to find it easier to subdue the free agency of children, by binding them in fetters of bigotry, than to subdue the free agency of men, by binding them in fetters of iron. For this purpose, some are attempting to deprive children of their right to labor, and, of course, of their daily bread, unless they will attend a government school, and receive its sectarian instruction. Some are attempting to withhold all means, even of secular education, from the poor, and thus punish them with ignorance, unless, with the secular knowledge which they desire, they will accept theological knowledge which they condemn. Others, still, are striving to break down all free Public School systems, where they exist, and to prevent their establishment, where they do not exist, in the hope, that on the downfall of these, their system will succeed. The sovereign antidote against these machinations, is, Free Schools for all, and the right of every parent to determine the religious education of his children.

This topic invites far more extended exposition; but this must suffice. In bidding an official Farewell to a system, with which I have been so long connected, to which I have devoted my means, my strength, my health, twelve years of time, and, doubtless, twice that number of years from what might otherwise have been my term of life, I have felt bound to submit these brief views in its defence. In justice to my own name and memory; in justice to the Board of which I was originally a member, and from which I have always sought counsel and guidance; and in justice to thousands of the most wise, upright, and religious-minded men in Massachusetts, who have been my fellow-laborers in advancing the great cause of Popular Education, under the auspices of this system, I have felt bound to vindicate it from the aspersions cast upon it, and to show its consonance with the eternal principles of equity and justice. I have felt bound to show, that, so far from its being an irreligious, an anti-Christian, or an un-Christian system, it is a system which recognizes religious obligations in their fullest extent; that it is a system which invokes a religious spirit, and can never be fitly administered without such a spirit; that it inculcates the great commands, upon which hang all the law and the prophets; that it welcomes the Bible, and therefore welcomes all the doctrines which the Bible really contains, and that it listens to these doctrines so reverently, that, for the time being, it will not suffer any rash mortal to thrust in his interpolations of their meaning, or overlay the text with any of the "many inventions" which the heart of man has sought out. It is a system, however, which leaves open all other means of instruction,—the pulpits, the Sunday schools, the Bible classes, the catechisms, of all denominations,—to be employed according to the preferences of individual parents. It is a system which restrains itself from teaching, that what it does teach is all that needs to be taught, or that should be taught; but leaves this to be decided by each man for himself, according to the light of his reason and conscience; and on his responsibility to that Great Being, who, in holding him to an account for the things done in the body, will hold him to the strictest account for the manner in which he has "trained up" his children.

Such, then, in a religious point of view, is the Massachusetts system of Common Schools. Reverently, it recognizes and affirms the sovereign rights of the Creator; sedulously and sacredly it guards the religious rights of the creature; while it seeks to remove all hinderances, and to supply all furtherances to a filial and paternal communion between man and his Maker. In a social and political sense, it is a *Free* school system. It knows no distinction of rich and poor, of bond and free, or between those who, in the imperfect light of this world, are seeking, through different avenues, to reach the gate of heaven. Without money and without price, it throws open its doors, and spreads the table of its bounty, for all the children of the State. Like the sun, it shines, not only upon the good, but upon the evil, that they may become good; and, like the rain, its blessings descend, not only upon the just, but upon the unjust, that their injustice may depart from them and be known no more.

To the great founders of this system, we look back with filial reverence and love. Amid the barrenness of the land, and in utter destitution of wealth, they coined the rude comforts, and even the necessaries of life, into means for its generous support. Though, as laborers by day, they subdued the wilderness, and, as sentinels by night, they guarded the camp, yet they found time for the vigilant administration and oversight of the schools, in the day of their infancy and weakness. But for this single institution, into which they transfused so much of their means and of their strength, and of which they have made us the inheritors, how different would our lot and our life have been! Upon us, its accumulated blessings have descended. It has saved us from innumerable pains and perils, that would otherwise have been our fate;—from the physical wretchedness, that is impotent to work out its own relief; from the darkness of the intellect, whose wanderings after light so often plunge it into deeper gloom; and from the moral debasement, whose pleasures are vices and crimes. It has surrounded us with a profusion of comforts and blessings, of which the most poetic imagination would never otherwise have conceived. It has found, not mythologic goddesses, but gigantic and tire-

less laborers in every stream; not evil and vindictive spirits, but beneficent and helping ones, in all the elements; and, by a profounder alchemy than the schoolmen ever dreamed of, it transmutes quarries and ice-fields into gold. It has given cunning to the hand of the mechanic, keenness to the artisan's eye, and made a sterile soil grow grateful beneath the skill of the husbandman. Hence, the absence of poverty among our native population; hence, a competency for the whole people, the means for mental and moral improvement, and for giving embellishment and dignity to life, such as the world has never known before, and such as no where else can be found upon the face of the earth.

How divinely wise were our Pilgrim Fathers, when they foresaw, that if they could give knowledge and virtue to their children, they gave them all things. Wonder and admiration seize us, as we reflect upon the vastness of the results which their wisdom wrought out from the scantiest of resources. They have taught us the great lesson, how the fiercest elements obey, and how the most obdurate and intractable of nature's substances bend and melt before the power of knowledge, and the fervors of a saintly heroism. Their deeds have taught us, not only that the race is not to the swift, nor the battle to the strong; but they have taught us, that the swiftness which shall win the honors of the goal, and the strength that shall triumph in the strife, are to be found in the soul, and not in the limbs of man. But though, to this untitled, yet noblest ancestry, we are bound to pay the homage of our gratitude, and to accept their benefactions with a filial love; yet neither the complacency of enjoyment, nor that of retrospection, is the frame of mind that best befits us. *We have our Futurity, as they had theirs;*—a futurity rapidly hastening upon us,—a futurity, now fluid,—ready, as clay in the hands of the potter, to be moulded into every form of beauty and excellence; but, so soon as it reaches our hands, so soon as it receives the impress of our plastic touch, whether this touch be for good or for evil, it is to be struck into the adamant of the unchanging and unchangeable Past. Into whose form and likeness shall we fashion this flowing futurity? Of Mammon? of Moloch? or of Jesus?

Clear, and more clear, out of the dimness of coming time, emerge, to the vision of faith, the myriad hosts of the generations that shall succeed us. These generations are to stand in our places, to be called by our names, and to accept the heritage of joy or of woe, which we shall bequeath them. Shall they look back upon us, with veneration for our wisdom and beneficent forecast, or with shame at our selfishness and degeneracy? Our ancestors were noble examples to us; shall we be ignoble examples to our posterity? They gave from their penury, and shall we withhold from our abundance? Let us not dishonor our lineage. Let us remember that generosity is not to be measured by the largeness of the sum which a man may give, but by the smallness of the sum which remains to him after his gift. Let us remember that the fortunes of our children, and of their descendants, hang upon our fidelity, just as our fortunes were suspended upon the fidelity of our fathers. Deeds survive the doers. In the highest and most philosophic sense, the asserted brevity of human life is a fiction. The act remains, though the hand that wrought it may have perished. And when our spirits shall have gone to their account, and the dust of our bodies shall be blown about by the winds, or mingled with the waves, the force which our life shall have impressed upon the machinery of things will continue its momentum, and work out its destiny upon the character and happiness of our descendants.

But not the fortunes of our children alone, or of our children's children, are dependant upon us. The influences of our conduct extend outward in space, as well as onward in time. We are part of a mighty nation, which has just embarked upon the grandest experiment ever yet attempted upon earth;—the experiment of the capacity of mankind for the wise and righteous government of themselves. Fearful are the issues which hang upon the trial; but few and simple the conditions that predestine its result. The firmament, though pillared upon rottenness, shall be upheld; and the light of day shall continue to revisit the earth, though the sun be blotted out, sooner than a Republic shall stand which has not Knowledge and Virtue for its foundations. Yet are we not braving the result of this ex-

periment, in impious defiance of the conditions on which Heaven has decreed that the trial shall turn? Within a brief period of time, our population has spread itself westward from the Atlantic, through more than twenty degrees of longitude. It has erected thirty states, and given to each a Republican frame of government. Yet, in more than one half of these states, no provision worthy of the name, is made for replenishing the common mind with knowledge, or for training the common heart to virtue. Surely, to the people of these states, a different mental and moral culture must come speedily, or it will come too late; and the sower who would scatter the elements of knowledge and virtue amongst them, must press forward with gigantic strides, and cast his seed with a gigantic arm.

Nor is this all. Beyond our western frontier, another and a wider realm spreads out, as yet unorganized into governments, and uninhabited by civilized man. The western is still broader than the eastern expanse. It stretches through thirty degrees of longitude,—one twelfth part of the circumference of the globe. Half the population of continental Europe might be transplanted to it, find subsistence on it, and leave room to spare. It is now a waste, more dreary than desolation itself; for it is filled only with savage life. Yet soon will every rood of its surface be explored by the centrifugal force of the Saxon soul, and whatever of vegetable wealth is spread upon it, or of mineral wealth is garnered beneath it, will be appropriated by the vehemence of Saxon enterprise. Shall this new empire, wider than that of the Ptolemies, and almost as extensive as that of the Cæsars, be reclaimed to humanity, to a Christian life, and a Christian history; or shall it be a receptacle where the avarice, the profligacy and the licentiousness of a corrupt civilization shall cast its criminals and breed its monsters? If it is ever to be saved from such a perdition, the Mother States of this Union,—those States where the institutions of learning and religion are now honored and cherished, must send out their hallowing influences to redeem it. And if, in the benignant Providence of God, the tree of Paradise is ever to be planted and to flourish in this new realm; if its branches are to spread,

and its leaves to be scattered for the healing of the people; will not the heart of every true son of Massachusetts palpitate with desire,—not a low and vain-glorious ambition, but such a high and holy aspiration as angels might feel,—that her name may be engraved upon its youthful trunk, there to deepen and expand with its immortal growth?

HORACE MANN,

Secretary of the Board of Education.

West Newton, Nov. 24, 1848.

SUPPLEMENTARY REPORT.

SUPPLEMENTARY REPORT.

Gentlemen of the Board of Education ;—

A few considerations, which must be without interest to the general reader; but which are very important to the convenient and efficient administration of the office I have filled, I now propose to submit in the form of a Supplementary Report. This office has hitherto been subjected to embarrassments, and overburdened with labors, from which all future incumbents ought to be relieved.

In treating of this subject, I venture to assume, that some Department of the government, charged with the superintendence of Public Instruction, will continue to be maintained by the State. The organization of the Department may be modified; but I see no reason to believe that the Department itself will be discontinued. It represents a function of government as important and as enduring as any other; and, from what I know of the sentiments of the people of the State respecting it, I believe they will as soon consent to abolish the Hospital for the Insane, or the Institution for the Blind, or the education of the Deaf and Dumb, or even the Judiciary itself, as to abolish the system of superintending the Public Schools, and of educating teachers for them. Assuming the permanency of this Department, then, the question arises, What provisions are fit and necessary for it?

1. For the following, among other reasons, the Board of Education needs an office :—

There are permanent and valuable Documents belonging to this Department. Both the Annual Reports, and the Annual Returns of the School Committees, are to be filed and preserved. The right of every town to its share of the income of the School Fund, is to be determined by an inspection of these documents. If they are lost, the evidence is destroyed, upon which the rights of the towns are dependant. It is also frequently necessary to look back to the Reports and the Re-

turns of the committees for previous years, either to settle some disputed question that may arise, or to obtain some information not elsewhere to be found.

Hitherto, neither the Board of Education, nor its Secretary, has had any place of safe-keeping for these official papers. Hence, they have been transmitted by the committees to the office of the Secretary of State, and deposited in his hands; and he has been held responsible for them. This imposes upon one office the duty of keeping the papers and documents which appropriately belong to another. Hence, the department to which they properly belong can have no access to them, but at the pleasure of the department with which they are lodged. Out of office hours, they are accessible on no emergency. The Secretary of State, being one of the officers whose duty it is to distribute the income of the School Fund among the towns, and the Reports and Returns of the committees, furnishing the evidence on which this distribution is made, it has happened that the Secretary of the Board has been obliged to wait for weeks before he could obtain possession of these documents, for the purpose of making his Annual Abstract of the School Returns. When they are in his keeping, they are exposed to all the hazards of fire, or other casualty, inseparable from private possession. When he has them at his residence, inquiry may be made for them at the office of the Secretary of State; or inquiry may be made of him, after they have been returned to that office. There being no assigned and permanent place for them, the public do not know where to find them. I have often been inquired of by committee men, respecting some statement made in their Report or Return, when these papers were not within ten miles of my residence; and I could answer the inquiry, only by going that distance to inspect them. All this necessarily leads to great inconvenience, both to the applicants and to the offices, and subjects the documents themselves to great insecurity.

In making up the Abstracts of the School Returns, it is frequently necessary to look back to the papers of previous years. This cannot be done, unless the Secretary of the Board has these papers in his custody, or unless he travels to the office of the Secretary of State to examine them.

School blanks, school registers, and the Reports of the Board of Education, are, according to the present provisions of law, to be sent to all the towns, and to all the boards of school committee men, in the

State. The Abstract of School Returns is also sent in the same manner. For the reason before given, namely, because the Board has no place of deposit, or safe-keeping; and because it has no means for transmitting these, or any other papers, (unless through the Post Office, and no money for this,) the duty of sending out blanks, registers, reports, and so forth, has been devolved upon the office of the Secretary of State.

Now, it may happen, hereafter, as it has happened heretofore, that, on account of a press of duties in the department of the Secretary of State, he cannot forward these documents to the towns and committees at the most appropriate time; and thus delays ensue, which give an occasion, though they may give no cause, of complaint. In such cases, the Secretary of the Board is held responsible;—responsible for a service, neither imposed upon him by law, nor within his control. This requires frequent explanations; but explanations, though they may absolve from blame, afford no remedy for the original inconvenience. Nothing can prevent the continuance of these evils, but the establishment of an office for the Board of Education, to be under the control of its Secretary. To this office, all returns should be made; from it, all documents should be distributed; in it, as a place of safe-keeping, all papers, of whatever kind, belonging to the department, should be filed and deposited.

2. The Secretary of the Board should have a clerk. This is absolutely necessary to an adequate discharge of the multifarious and burdensome duties of his office. This clerk should be a man capable of understanding, and of explaining to any inquirer, the whole routine of official business, and the ordinary duties of all school officers; he should be sufficiently educated to perform, with accuracy and despatch, the mechanical labor of the office;—such as making up the statistical part of the Annual Abstracts, and answering the common calls that may be made upon the office, whether in person, or by letter. I speak from experience, when I say that the present labors of the Secretary of the Board are beyond the ability, physical or intellectual, of any one man to perform. I know not how to make this as clear to the minds of others, as it is to my own, without enumerating some of the facts on which the assertion is made. I trust, therefore, that a recital of some of my own experiences, in discharging the duties of this office, may not be set down to egotism. Were the office itself to cease with my own retirement from it, I should gladly dispense with all ref-

erence to the past; but it is due to my successor, to the cause itself, and, I may add, to the character of a State that repudiates human slavery, that there should be some mitigation of the labors heretofore imposed upon this office. I trust, then, that I may be permitted to state, without any imputation of improper motives, that from the time when I accepted the Secretaryship, in June, 1837, until May, 1848, when I tendered my resignation of it, I labored in this cause, an average of not less than fifteen hours a day; that, from the beginning to the end of this period, I never took a single day for relaxation; and that months and months together, passed without my withdrawing a single evening from working-time, to call upon a friend. My whole time was devoted, if not wisely, yet continuously and cheerfully, to the great trust confided to my hands. During the first five years of this period, I annually visited every county in the State, and most of its principal towns, examining schools, lecturing, meeting Common School Conventions, Teachers' Associations, and so forth. These tours occupied about four months each. During the last three years, Teachers' Institutes have been held. For the twelve years, my lectures and public addresses can hardly have been less, on an average, than one a week. It will be seen, therefore, that my appointments must have been very numerous. On one occasion, at the end of a laborious tour, throughout the State, I found myself so prostrated as to be unable to fulfil the last appointment in the series; but this is the only instance in which I have ever failed to be present on the day, and at the hour and minute, which had been previously named. Nor have I ever, except, perhaps, in three or four instances, fallen short of a full day's work, on account of indisposition. I mention these facts, not without some personal satisfaction, and an encouraging hope that they may be useful to others; for, inheriting a feeble constitution, and having never possessed but a very limited and uncertain degree of strength, I have been able, by a rigid observance of the laws and conditions of health, (except in the single matter of over-exertion,) to obtain double the labor from my physical constitution, which any one ever thought it capable of performing. I mention these things, also, I trust, not without some corresponding gratitude to God, who has given to men a physical organization capable of performing many times the labor, which even the most industrious now obtain from it, were it but treated and managed from the beginning, in accordance with those beautiful laws of Health and Life, which He has impressed upon it.

Some of the results of this diligence, the friends of education in Massachusetts are acquainted with. Twelve Annual Reports; eleven Abstracts of the Massachusetts School Returns,—six of which are large volumes, containing selections from the school committees' reports;—ten volumes of the Common School Journal; and a volume of Lectures on Education, prepared at the request of the Board, may be offered as visible evidences of industry, whatever their quality may be. The above is work of which the public may form some estimate; but the correspondence, connected with the office, has been a burden that no one but myself, or those who have witnessed it from day to day, can fully appreciate. It must have amounted to much more than all my other writings put together. Letters have come, not only from all parts of our own State, but from all the states in the Union, and not unfrequently from abroad. One branch of it alone would have furnished no inconsiderable occupation for one person;—I mean the answers to strictly legal inquiries, respecting the corporate rights of towns and school districts; the extent and limits of the taxing power; the duties and jurisdiction of teachers, and of prudential and superintending school committees; the right to build, locate, and furnish schoolhouses, to purchase apparatus and libraries, and so forth, and so forth. By prompt and full advice, on these subjects, the nest-egg of many a law-suit has been crushed. I cannot entertain a doubt, that the sums saved to towns, districts, committees, teachers, and others connected with our school system, by early legal advice, always accompanied with earnest counsels for conciliation and adjustment, have exceeded all the expenses, (excepting those incurred for the Normal Schools,) which have grown out of the existence of the Board of Education, since its establishment. I hardly need to add that this advice has always been gratuitous. In addition to these labors, there has been the erection of two Normal Schoolhouses, the preparation of all school blanks and school registers, the examination of works for the Common School Library, and almost daily personal interviews with such persons as were seeking, within their own spheres of action, and according to their own local necessities, to promote the cause of education.

Now, all intelligent men will agree, that the Minister of Public Instruction in any State;—whether he is called School Superintendent, or School Commissioner, or Secretary of a Board, or by whatever other name,—should have time to make himself familiar with all the leading

writers on the subject of Education, in whatever language their works may have been written. Otherwise he will be ignorant of ideas and of systems which pertain to his profession; and he may fail to introduce or recommend improvements which have been wrought out by the philosophy of others, and are offered, ready made, to his acceptance. He should have time to read the current literature belonging to his department, as it emanates from the press. Otherwise he will fall behind the age, and will be in danger of meeting those whose information is better than his own, on subjects peculiarly within his own sphere of action. He should have time to examine all new school books, new kinds of school apparatus, maps, charts, philosophical instruments, and so forth. Otherwise he will not be able to pronounce an intelligible opinion on their merits, when inquiries are addressed to him concerning them;—I mean private inquiries; for it will be utterly impossible for any man to prepare opinions on these various subjects for the public, and then prepare himself to defend them. He should be familiar, too, with every principle, and with its application, which pertains to schoolhouse architecture;—this being one of the subjects on which his opinion will be frequently asked, and where he can render most valuable services. He should have time to visit schools, and to form personal acquaintance with teachers and with committee men, in every part of the State. Familiar intercourse elicits social feelings and wins personal regard. It disarms prejudices, and furnishes opportunity for early explanations respecting plans or declarations that might otherwise be misunderstood; and it thus prevents mere misapprehension from growing up into open hostility. The character of the people of Massachusetts is so highly conservative, that they regard all existing institutions and customs with a jealous care, and are suspicious of innovation; and hence the necessity of full explanations, as preliminary to the introduction of improvements. It has been the universal opinion of all intelligent persons among us, that the teachers of our schools, as a class, and notwithstanding the excellence of individuals, have needed great improvement. And though their qualifications, as a body, have been wonderfully elevated, yet an indefinite career of progress is still open before them. But it savors of harshness, for a Secretary of a Board of Education, or other school officer, who is a personal stranger to them, to declare these truths in a Report, or in a public address; and it is, therefore, indispensable that he should have an opportunity to mingle with them for free conversation; to hear a state-

ment of their difficulties and doubts; to find where their minds labor, and their conclusions halt. Without such opportunity, he will be in great danger of being distrusted at first, and then condemned; and of having doubts, in regard to the soundness of his theories, grow up into suspicions respecting the purity of his motives. One of the great objects of his labors being to act upon teachers, opportunity should be afforded for their mutual acquaintance.

And more than this. The officer charged with the superintendence of Public Instruction should have time to study out new improvements;—to enlarge the boundaries of educational science, and to improve processes in the educational Art.

And now, I would ask, how can any man who has to perform all the mechanical toil and drudgery, which belongs to the department of Public Instruction, ever find time for that study, and that conversancy with the authors and sages who have gone before him, which will enable him to become master of his profession; how can he ever find time to examine into the merits of alleged improvements, in means, methods, or apparatus of teaching; and, especially, to form such personal acquaintance, and to establish such friendly relations with teachers, by meeting them familiarly in the schoolroom, at Conventions, at Teachers' Institutes, and elsewhere, as will lead them to coöperate with him, in carrying forward a cause in which, they and he, the community and the world, have so deep an interest? I know it to be impossible. From the beginning, I have felt this impossibility pressing upon me, like an incubus; and I hope that no other person may ever be condemned to the trials, the misunderstandings, and the alienations consequent upon it. The first year I was in office, the work of preparing the Annual Abstract of the School Returns was imposed upon me. In the office where this work had previously been done, three months had been allowed to a clerk for its completion. I did it in the nights,—between sun-set and sun-rise,—of four weeks, devoting the days to severer labors; and though I practised equal diligence and despatch in performing all other work that was devolved upon me, yet I suffered blame for not spending more time in visiting schools, and cultivating the personal acquaintance of teachers. Could those who have indulged in strictures upon this supposed neglect, have known the causes that necessitated it, I am sure they could not have found it in their hearts to add the pain of public censure to the tasks of such an unbroken servitude. But, notwithstanding all this, there never has

been a day, when I have not been obliged to leave more work undone, which I desired to do, than I was able to accomplish.

For the preparation of my Reports, Lectures, and other writings, I have never had a single day, uninterrupted by calls from citizens of our own State, or strangers from abroad, or by the demands of an insatiable correspondence. And the fact, that whatever I have published has been more or less prepared, and its proofs examined, not in the seclusion and quiet of the domestic study, but during travel, at hotels, on railroads, or wherever a few minutes could be snatched from other duties, may justly be pleaded as some excuse for their imperfections.

Let me add, that there is no visible end to the labor that can be profitably bestowed upon our school system and its workings, and upon the application to it of those grand and immortal principles which belong to the science of human culture.

In my opinion the State could now do no wiser thing than to divide its territory into districts of convenient size, and to appoint a Visiter or Superintendent of schools, for each section. I now see far more of useful labor to be done in this field than I did when I first entered upon it; and just in proportion as the observer's point of view rises in altitude, will the number and the importance of the subjects be increased, which invite his attention.

3. A public office for the Board, with a permanent clerk to take charge of it, would not only be the appropriate place, whence to transmit all papers and documents, which are to emanate from this department; and also for the deposit and safe-keeping of every thing that belongs permanently to it; but it would be a most eligible and desirable place, to which the authors of all school books, and of maps, charts, globes, philosophical instruments, plans of schoolhouses, or other improvements of any kind, might send copies, models, drawings, and specimens, for permanent exhibition, and ocular advertisement. Here, teachers, and all persons interested in the cause of education, might see what had been done, or had been proposed to be done, for any branch or subdivision of this comprehensive work. In process of time, by private donations, or otherwise, this office might become an educational Library and Museum; and why should not Education, which, among the Useful Arts, is the most useful, and, among the Fine Arts, is the most elegant, have its galleries, and its depositories, as well as they?

4. It is with pleasure that I observe the suggestions of the Board, in regard to the salary and expenses of my successor. No man can

be found, at all competent to perform the varied and responsible duties of the Secretaryship, who could not, in some other department of labor, obtain many times more than will remain to him of his salary, after deducting all the expenses, direct and incidental, connected with this office. Is it to be expected, as a permanent rule, that men will be found, who will devote their time and their strength, and forego all provision for their families, by accepting an office which will but little more than reimburse their expenses? Or, if such men can be found, is it not unworthy the State to save its money by speculating upon their patriotism and philanthropy?

These closing considerations, in justice to my successors, and to the cause, and at the risk of being misunderstood or misconstrued, I have thought it my duty to submit. I commend them to the candid consideration of the Board, and of the public; and, especially, to that of the Legislature, whose members have the power of the State, and the wealth of the State, at their command, and who are obligated, not only by the parental ties that bind them to their own offspring, but by the high relation of guardianship which they sustain to the two hundred thousand children of the Commonwealth, now under their immediate protection, to do whatever can be done to carry forward the great work of redeeming them *all* from the bondage of ignorance and error, and of enfranchising them into the light and freedom of truth.

HORACE MANN,

Secretary of the Board of Education.

West Newton, Nov. 24, 1848.

Erratum.—Appendix, p. lii., 19th line from top, strike out, "as was the case last year with Burlington."

APPENDIX.

SUFFOLK COUNTY.

TOWNS.	Population.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who attend School.	No. over 16 years of age who attend School.	Aggregate Length of the Schools.			Number of Teachers.			
														Summer.		Winter.	
				In Summer.	In Winter.	In Summer.	In Winter.				Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	Males.	Females.	Males.	Females.
Boston, - - -	93,383	$109,304,218 50	182	18,684	18,684	14,591	14,591	25,731	-	82	1092	1092	2184	60	258	60	258
Chelsea, - -	2,390	695,781 50	13	876	845	724	756	1,113	-	10	76	75	151	3	16	3	17
North Chelsea,*	-	-	7	188	213	142	185	197	-	6	23.14	20.21	44. 7	-	4	3	3
Total, - -	95,773	110,000,000 00	202	19,748	19,742	15,457	15,532	27,041	-	98	5.25	5.25	11.22	63	278	66	278

* Population and Valuation included in Chelsea.

SUFFOLK COUNTY—*Continued.*

TOWNS.	Males.		Females.		Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board, and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	No. of unincorp. Academies, Private Schools and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	Am't of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per month, including value of board.	Average value of board per month.	Average wages paid per month, including value of board.	Average value of board per month.													
Boston, - - -	$111 17	$13 00	$26 28	$8 50	$208,560 91	-	-	-	-	-	90	1080	2880	$103,200	$8000	$450	-
Chelsea, - -	63 89	14 00	17 75	7 82	6,200 00	-	-	-	-	-	1	11	25	150	-	-	-
North Chelsea,	31 00	10 67	18 88	8 00	1,000 00	-	-	-	-	-	-	-	-	-	-	-	-
Total, - -	68 67	12 56	20 97	8 11	215,760 91	-	-	-	-	-	91	1091	2905	103,350	8000	450	-

TOWNS.	Population.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who attend School.	No. over 16 years of age who attend School.	Aggregate Length of the Schools.			Number of Teachers.			
														Summer.		Winter.	
				In Summer.	In Winter.	In Summer.	In Winter.				Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	Males.	Females.	Males.	Females.
Amesbury, - -	2471	$604,299	14	586	355	465	280	636	3	35	51	29	80	3	13	10	-
Andover, - -	5207	1,474,475	22	1297	1307	1014	1053	1743	30	45	94.21	65.14	160. 7	1	22	14	11
Beverly, - -	4689	1,306,509	14	772	936	565	728	1322	-	60	77.14	61	138.14	2	12	10	3
Boxford, - -	942	387,304	7	191	241	153	185	226	9	22	22.21	19	41.21	-	7	7	-
Bradford, - -	2222	410,963	11	458	539	346	422	678	12	58	43	28	71	1	8	7	2
Danvers, - -	5020	1,922,807	17	1165	1462	937	1145	1690	-	-	72	68	140	5	21	14	14
Essex, - - -	1450	439,906	10	-	381	-	304	370	2	21	-	40	40	-	-	6	4
Georgetown, -	1540	339,351	10	379	343	261	262	476	29	14	38.21	19.14	58. 7	-	9	7	-
Gloucester, - -	6350	827,402	25	1392	1471	944	1062	2005	25	210	102	87. 7	189. 7	2	23	17	10
Hamilton, - -	818	234,749	4	148	214	113	181	232	10	21	12.14	12.14	25	-	4	4	-
Haverhill, - -	4336	1,224,379	24	1021	814	751	650	1334	-	16	111	53	164	4	19	14	4
Ipswich, - -	3000	781,361	9	578	582	478	464	787	30	35	35. 7	36.14	71.21	2	12	9	2
Lawrence,* -	-	-	8	891	759	525	504	620	-	13	34	33. 7	67. 7	1	7	2	6
Lynn, - - -	9367	1,319,656	30	2693	2348	2046	1827	3278	-	19	150	155	305	6	29	9	25
Lynnfield, - -	707	157,663	3	182	223	135	168	204	6	24	13.14	9	22.14	-	3	3	-
Manchester, -	1355	334,035	6	401	300	258	244	424	2	8	35.14	14.21	50. 7	1	6	1	5
Marblehead, -	5575	1,660,528	14	921	886	664	678	1582	-	6	84	83	167	3	12	4	11
Methuen, - -	2251	576,619	10	522	514	428	450	500	11	43	49. 7	28. 7	77.14	1	9	5	6
Middleton, - -	657	210,239	4	161	152	119	113	207	12	8	15.14	9	24.14	-	4	3	-
Newbury, - -	3789	904,026	14	737	692	473	473	1008	8	34	81	50.14	131.14	4	10	9	3
Newburyport, -	7161	3,208,857	21	1286	1231	1024	1003	2052	-	40	126	126	252	7	17	7	17
Rockport, - -	2650	333,475	7	610	794	481	659	900	-	100	24.14	32.14	57	1	8	11	1
Rowley, - -	1203	248,295	5	161	166	124	116	215	11	17	14.21	11	25.21	-	5	1	3
Salem, - - -	15,082	10,218,109	31	2465	2532	2380	2442	4312	-	-	372	372	744	9	55	9	55
Salisbury, - -	2739	725,714	12	549	313	429	241	708	11	14	56	24	80	4	7	4	2
Saugus, - - -	1098	208,856	6	335	267	230	166	354	10	2	37.14	16. 7	53.21	1	5	1	3
Topsfield, - -	1059	377,667	5	219	234	172	190	283	5	11	25.21	14.14	40. 7	-	5	4	1
Wenham, - -	689	197,806	5	160	269	104	215	253	13	25	12. 7	17.14	29.21	-	4	3	2
West Newbury,	1560	476,154	6	139	422	86	314	434	9	35	13	31	44	-	4	6	2
Total, - -	94,987	31,110,204	354	20,419	20,747	15,705	16,539	28,833	248	936	5. 3	4.10	9.13	58	340	201	192

TOWNS.	Males.		Females.		Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board, and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	No. of unincorp. Academies, Private Schools and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	Am't of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per month, including value of board.	Average value of board per month.	Average wages paid per month, including value of board.	Average value of board per month.													
Amesbury, - -	$22 91	$6 92	$11 00	$4 85	$1500 00	-	-	-	-	-	3	37	263	$829 00	-	-	-
Andover, - -	31 27	9 23	14 93	6 00	3500	-	2	21	215	$4700 00	8	47. 7	197	919	$1200 00	$72 00	-
Beverly, - -	36 00	10 17	11 20	6 13	3000	-	1	12	40	900 00	20	160	500	2000	-	-	-
Boxford, - -	26 29	8 06	12 00	6 00	600	-	-	-	-	-	2	5.14	28	33 60	3214 64	192 87	-
Bradford, - -	31 25	8 50	11 73	5 33	1398 75	-	2	20	185	3950 00	1	10	25	450	-	-	-
Danvers, - -	36 40	9 68	13 06	6 00	5070	-	-	-	-	-	2	12	45	230	3000 00	180 00	$553 20
Essex, - - -	31 33	9 00	11 50	5 00	1000	-	-	-	-	-	6	24	150	360	-	-	-
Georgetown, -	29 93	8 62	11 70	5 89	1000	-	-	-	-	-	3	13	75	256 50	1500 00	90 00	-
Gloucester, -	31 50	9 58	14 73	6 88	4500	-	-	-	-	-	10	89.14	258	1600	-	-	-
Hamilton, - -	26 89	7 75	9 64	4 50	500	-	-	-	-	-	-	-	-	-	-	-	-
Haverhill, - -	32 00	7 62	12 51	4 45	3500	-	-	-	-	-	4	29.14	101	262	8686 00	521 16	-
Ipswich, - -	32 12	8 30	10 21	5 29	1800	-	1	9	56	1000 00	2	12	40	120	5700 00	300 00	-
Lawrence, - -	39 00	12 00	18 15	7 23	2000	-	-	-	-	-	6	40	218	1196	-	-	-
Lynn, - - -	55 50	10 00	16 63	6 00	9000	-	1	10	60	*700 00	20	200	580	*2098 50	-	-	-
Lynnfield, - -	30 33	9 33	15 67	6 00	500	-	-	-	-	-	-	-	-	-	-	-	-
Manchester, -	35 00	10 00	14 18	6 00	1000	-	-	-	-	-	4	15	145	515	-	-	-
Marblehead, -	36 76	12 00	9 60	5 00	4000	-	1	12	61	1046 00	11	132	308	2020	-	-	-
Methuen, - -	27 55	7 00	13 67	5 47	1500	-	-	-	-	-	5	12.14	160	447 30	-	-	-
Middleton, -	31 67	8 33	10 50	4 77	500	-	-	-	-	-	-	-	-	-	-	-	-
Newbury, - -	28 50	8 31	12 77	5 77	2600	-	1	12	25	225 00	2	20	40	250	1400 00	96 30	-
Newburyport, -	48 81	12 00	12 25	6 00	8000	-	-	-	-	-	15	176	375	3042	65,000 00	3250 00	-
Rockport, - -	30 29	10 00	16 44	6 00	1200	-	-	-	-	-	1	10	40	100	-	-	-
Rowley, - -	30 00	8 00	12 87	4 81	500	-	-	-	-	-	-	-	-	-	-	-	-
Salem, - - -	66 67	12 67	15 27	6 07	17,526 75	-	-	-	-	-	39	468	841	11,212	-	-	-
Salisbury, - -	26 75	7 62	11 55	5 22	1500	-	-	-	-	-	8	26.14	270	412	-	-	-
Saugus, - - -	25 00	10 00	14 05	5 83	840	$40 00	-	-	-	-	1	1	58	25	-	-	-
Topsfield, - -	27 25	7 75	9 67	5 00	600	-	-	-	-	-	1	2	41	20	-	-	-
Wenham, - -	26 50	7 67	8 78	4 00	500	-	-	-	-	-	2	1.14	15	-	-	-	-
West Newbury,	28 50	8 33	13 78	6 34	1000	-	-	-	-	-	4	19	128	392 86	-	-	-
Total, - -	33 17	9 12	12 76	5 58	80,135 50	40 00	9	96	642	12,521 00	180	1563. 7	4901	28,790 76	89,700 64	4702 33	553 20

* Amount of tuition in Academy and Private Schools taken from last year.

MIDDLESEX COUNTY.

TOWNS.	Population.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who attend School.	No. over 16 years of age who attend School.	Aggregate Length of the Schools.			Number of Teachers.			
														Summer.		Winter.	
				In Summer.	In Winter.	In Summer.	In Winter.				Summer. Mos. Days.	Winter. Mos. Days.	Tetal. Mos. Days.	Males.	Females	Males.	Females.
Acton, - - -	1121	$260,202 18	9	311	425	258	377	359	31	36	19.21	28.14	48. 7	-	7	6	3
Ashby, - - -	1246	319,492 79	9	299	330	224	266	318	20	41	28	20.21	48.21	-	9	5	4
Ashland, - -	-	-	7	220	248	177	203	297	8	20	17.14	18.21	36. 7	-	7	5	3
Bedford, - -	929	233,067 21	6	217	243	171	198	223	5	13	28.14	17.21	46. 7	-	6	5	1
Billerica, - -	1632	411,630 24	10	359	374	289	287	400	22	15	29.14	38	67.14	-	11	8	3
Boxborough, -	426	144,665 22	4	76	100	69	90	98	4	18	9.21	11. 7	21	-	4	4	-
Brighton, - -	1425	458,485 41	8	489	464	367	320	447	9	8	48	48	96	2	6	2	6
Burlington, -	510	133,908 82	5	200	190	142	137	112	4	16	13. 7	8	21. 7	-	5	4	-
Cambridge, -	8409	4,479,501 43	29	2921	2763	1802	1776	3170	-	75	157	161	318	9	31	9	31
Carlisle, - -	556	198,893 95	5	127	156	104	135	145	-	-	19.14	15.14	35	-	5	4	1
Charlestown, -	11,484	4,033,176 39	27	2731	2804	2137	2185	3500	-	-	150	162	312	7	36	7	38
Chelmsford, -	1697	443,684 77	12	460	514	326	434	500	39	47	37	35	72	-	11	8	4
Concord, - -	1784	608,649 70	10	440	497	343	403	470	12	57	56.14	38.21	95. 7	1	10	7	4
Dracut, - - -	2188	514,471 37	14	663	788	468	564	659	21	53	53	49.14	102.14	-	15	13	2
Dunstable, - -	603	191,314 25	5	136	158	100	132	149	7	17	13	14	27	-	5	3	2
Framingham, -	3030	851,350 05	13	735	801	557	616	949	29	51	46. 7	41.14	87.21	-	13	8	5
Groton, - - -	2139	722,440 56	15	507	582	404	484	645	19	46	47.21	45.21	93.14	-	15	9	6
Holliston, - -	1782	415,294 63	12	490	473	406	402	501	25	36	31.14	30	61.14	-	11	8	2
Hopkinton, - -	2245	501,989 04	10	407	525	342	413	483	9	15	28	29.21	57.21	-	10	8	2
Lexington, - -	1642	561,549 81	8	360	405	283	315	393	6	43	43.21	32. 7	76	2	6	2	6
Lincoln, - -	686	232,614 79	4	158	177	119	157	170	2	10	17.14	13	30.14	-	4	4	1
Littleton, - -	927	224,643 56	7	203	284	155	241	242	2	40	24	20	44	-	7	6	2
Lowell, - - -	20,796	10,160,652 13	48	6017	6073	3365	3796	6089	-	230	288	288	576	25	62	25	64

Malden, - - -	2514	586,136 15	9	743	784	494	558	866	-	13	59.14	28	87.14	2	8	4	9
Marlborough, -	2101	667,674 51	12	484	663	421	589	660	26	58	29.21	39.14	69. 7	-	11	7	5
Medford, - -	2478	1,095,195 31	10	623	612	480	471	625	-	24	59	46	105	1	12	2	10
Natick, - - -	1285	282,935 65	7	375	430	318	368	482	4	32	22.14	22.14	45	-	7	3	4
Newton, - -	3351	897,255 36	13	654	788	513	580	1299	9	5	56.14	56. 7	112.21	1	12	8	5
Pepperell, - -	1571	357,859 61	8	328	412	263	344	393	19	45	27.14	26.21	54. 7	-	8	7	1
Reading, - -	2193	463,024 61	11	576	598	446	507	593	33	38	56. 7	33.14	89.21	-	12	5	6
Sherburne, - -	995	318,462 43	7	197	261	165	230	243	2	16	22	22.14	44.14	-	7	6	1
Shirley, - - -	957	236,561 06	6	184	269	148	227	237	-	-	16.21	16.14	33. 7	-	6	6	-
Somerville,* -	-	-	9	508	503	335	360	501	7	23	54	52	106	3	6	4	5
South Reading,	1517	279,409 01	8	430	387	312	299	410	20	77	54. 7	19. 7	73.14	1	7	1	6
Stoneham, - -	1017	217,960 69	7	315	148	185	104	333	6	50	42.14	7	49.14	-	6	2	1
Stow, - - -	1230	337,451 94	6	261	305	194	234	269	13	33	17. 7	16	33. 7	-	6	5	2
Sudbury, - -	1422	410,716 09	5	291	368	235	329	363	19	34	19	14	33	-	5	5	-
Tewksbury, -	906	342,703 03	6	196	236	146	193	231	8	17	22. 7	19. 7	41.14	-	6	4	2
Townsend, - -	1892	355,107 38	12	411	505	309	407	472	30	75	31	27.21	58.21	-	12	10	2
Tyngsborough,	870	264,133 47	7	185	183	130	148	224	13	37	23	13	36	-	7	4	2
Waltham, - -	2504	1,069,171 69	10	635	681	433	508	726	9	16	50	50	100	1	10	3	8
Watertown, -	1810	973,835 88	7	456	470	305	348	505	-	-	41	32. 7	73. 7	1	7	3	5
Wayland, - -	998	232,524 87	6	223	256	156	194	241	-	9	19. 7	18.21	38	-	6	6	1
W. Cambridge,	1363	472,423 35	7	376	403	293	323	397	-	25	41.14	37	79.14	3	5	4	4
Westford, - -	1436	357,312 58	10	302	422	194	357	396	20	55	32	23.14	55.14	-	9	7	3
Weston, - -	1092	386,494 22	6	183	226	130	194	238	4	10	29. 7	20.21	50	-	6	5	1
Wilmington, -	859	199,666 72	5	195	213	145	173	205	4	21	19	12	31	-	5	5	-
Woburn, - -	2993	687,388 09	14	804	842	540	636	849	7	36	70	40	110	1	13	6	10
Total, - -	106,611	37,592,082 00	485	28,461	30,339	19,898	22,612	32,077	527	1636	4.11	3.23	8. 6	60	495	282	283

* Population and Valuation included in Charlestown.

MIDDLESEX COUNTY—*Continued.*

TOWNS.	MALES.		FEMALES.		Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board, and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	No. of unincorp. Academies, Private Schools and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	Am't of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per month, including value of board.	Average value of board per month.	Average wages paid per month, including value of board.	Average value of board per month.													
Acton,	$30 00	$9 00	$11 83	$5 60	$1000 00	-	-	-	-	-	3	6	30	$135 89	-	-	-
Ashby,	23 60	6 20	11 46	5 15	800	-	1	3	30	$90 00	-	-	-	-	-	-	-
Ashland,	31 50	8 60	16 75	6 60	800	-	-	-	-	-	2	2.14	65	52 00	-	-	-
Bedford,	30 00	8 40	13 14	5 48	800	-	-	-	-	-	1	8	20	108 80	$1500 00	$90 00	-
Billerica,	26 54	8 78	12 36	5 64	1500	-	-	-	-	-	-	-	-	-	300 00	18 00	-
Boxborough,	27 75	7 50	10 28	4 78	400	-	-	-	-	-	-	-	-	-	-	-	-
Brighton,	51 67	16 03	16 00	8 00	2300	-	-	-	-	-	1	12	18	173 00	-	-	-
Burlington,	25 00	8 50	10 80	4 80	300	-	-	-	-	-	-	-	-	-	-	-	$58 93
Cambridge,	61 61	12 22	18 88	8 00	15,314 46	-	1	11	45	1400 00	14	162	312	3905 00	-	-	-
Carlisle,	25 50	8 00	10 31	4 73	500	-	-	-	-	-	-	-	-	-	-	-	-
Charlestown,	75 00	16 00	17 75	8 00	15,800	-	1	10	25	5000 00	10	110	175	3746 00	600 00	36 00	-
Chelmsford,	27 62	8 25	12 97	6 13	1500	-	-	-	-	-	1	2	40	83 12	-	-	-
Concord,	34 75	9 12	13 71	6 14	2500	-	-	-	-	-	1	11	10	200 00	1500 00	90 00	-
Dracut,	25 55	8 48	12 76	5 73	1775	$22 50	-	-	-	-	2	1.14	50	18 00	-	-	213 71
Dunstable,	26 00	6 67	11 86	5 00	400	30 00	-	-	-	-	-	-	-	-	-	-	-
Framingham,	33 88	9 50	18 61	7 50	3000	-	1	10.14	40	800 00	2	21	74	1340 00	-	-	-
Groton,	25 56	8 00	11 50	5 29	1600	-	1	10.14	70	840 00	4	9	90	80 00	620 00	37 20	-
Holliston,	29 88	7 88	15 43	6 15	1200	-	-	-	-	-	3	14	65	530 00	76 99	4 60	12 50
Hopkinton,	27 96	8 12	15 39	6 64	1000	-	1	11	45	800 00	1	2	20	20 00	4000 00	240 00	-
Lexington,	45 00	11 50	19 17	6 83	1600	-	-	-	-	-	-	-	-	-	-	-	-
Lincoln,	31 75	10 00	12 40	6 00	570	-	-	-	-	-	-	-	-	-	1174 21	68 57	88 50
Littleton,	29 95	8 45	11 56	5 07	900	-	-	-	-	-	4	8	75	130 00	-	-	-
Lowell,	42 00	9 92	20 54	7 51	31,150	-	-	-	-	-	6	56	193	4137 00	-	-	-

Malden, - - -	31 67	11 00	17 88	6 47	3000 00	-	-	-	-	-	-	-	-	-	-	-	-
Marlborough, -	29 71	7 43	13 37	5 81	1300	10 00	1	11	30	400 00	3	3	90	50 00	440 06	26 40	-
Medford, - -	63 33	14 33	15 95	6 23	3600	-	-	-	-	-	3	33	51	850 00	-	-	-
Natick, - - -	32 67	9 00	14 91	6 09	900	-	-	-	-	-	5	8	40	128 00	-	-	-
Newton, - -	43 12	12 00	15 76	7 12	3125	-	-	-	-	-	3	17.14	55	1415 00	-	-	-
Pepperell, - -	24 57	7 00	12 78	5 78	1000	-	1	10	35	500 00	-	-	-	-	-	-	-
Reading, - -	31 60	8 60	14 42	5 48	1800	6 00	1	10	45	750 00	3	14.21	80	782 60	-	-	-
Sherburne, - -	30 55	8 05	13 05	5 46	925	-	-	-	-	-	-	-	-	-	-	-	-
Shirley, - - -	30 97	8 80	11 80	5 30	700	-	-	-	-	-	2	2.7	43	47 00	-	-	-
Somerville, -	43 37	11 86	17 27	7 91	3128 67	-	-	-	-	-	-	-	-	-	-	-	-
South Reading,	50 00	10 00	16 46	6 08	1800	-	-	-	-	-	-	-	-	-	-	-	-
Stoneham, - -	36 50	10 00	18 14	6 86	1000	-	-	-	-	-	-	-	-	-	-	-	-
Stow, - - -	28 80	8 00	12 04	5 67	700	-	-	-	-	-	4	9.21	105	109 00	-	-	-
Sudbury, - -	32 80	8 40	13 80	5 93	740	-	-	-	-	-	1	7.14	29	218 87	433 33	26 00	-
Tewksbury, -	27 75	9 50	14 18	6 18	700	-	-	-	-	-	-	-	-	-	-	-	-
Townsend, - -	26 67	7 46	10 90	5 04	1000	46 08	1	10.14	34	866 26	7	10.21	185	243 32	-	-	-
Tyngsborough,	25 06	8 00	12 56	5 86	700	25 00	-	-	-	-	2	14.14	152	316 25	-	-	-
Waltham, - -	51 50	11 50	17 89	6 00	3000	-	-	-	-	-	1	10	30	700 00	-	-	-
Watertown, -	46 37	11 50	18 00	8 00	2800	-	-	-	-	-	1	10.14	20	1000 00	-	-	-
Wayland, - -	30 50	9 00	15 67	6 17	900	-	-	-	-	-	2	6	70	217 00	200 00	12 00	-
W. Cambridge,	40 02	11 57	14 00	6 89	2000	-	-	-	-	-	3	36	42	690 00	5484 00	329 04	-
Westford, - -	27 86	8 71	12 20	5 65	1000	-	1	11	30	672 00	2	2	22	22 00	-	-	-
Weston, - -	30 40	9 20	13 93	5 50	1050	-	-	-	-	-	-	-	-	-	-	-	-
Wilmington, -	29 20	8 40	12 30	5 30	625	-	-	-	-	-	1	3	18	24 00	-	-	-
Woburn, - -	36 86	10 00	19 00	7 48	3000	-	1	11	30	480 00	5	12.14	22	113 00	-	-	-
Total, - -	34 79	9 47	14 45	6 15	127,203 13	139 58	12	119.14	459	12,598 26	103	626	2291	21,584 85	16,328 59	977 81	373 64

WORCESTER COUNTY.

TOWNS.	Population.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who attend School.	No. over 16 years of age who attend School.	Aggregate Length of the Schools.			Number of Teachers.			
														Summer.		Winter.	
				In Summer.	In Winter.	In Summer.	In Winter.				Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	Males.	Females.	Males.	Females.
Ashburnham, -	1652	$414,235 20	11	444	534	356	442	489	20	58	27	24. 7	51. 7	-	11	8	3
Athol, - - -	1591	348,372 02	14	433	552	368	456	511	40	34	29	33. 7	62. 7	-	15	8	7
Auburn, - -	649	189,372 53	5	160	206	122	163	220	11	18	13	15	28	-	4	3	2
Barre, - - -	2751	961,947 28	18	545	694	396	553	644	23	70	52.21	52. 7	105	1	16	10	9
Berlin, - - -	763	192,179 44	5	160	212	127	175	221	6	31	15. 7	14	29. 7	-	5	4	1
Blackstone,* -	-	-	14	527	586	364	406	748	24	39	46.21	45. 7	92	2	10	7	6
Bolton, - - -	1186	402,181 13	8	205	332	166	275	301	9	29	23.21	22.14	46. 7	-	8	8	-
Boylston, - -	797	241,985 57	5	179	220	138	180	233	9	28	17	14	31	-	6	2	5
Brookfield, - -	2472	655,829 09	15	479	618	402	513	703	26	37	43	46	89	-	14	10	5
Charlton, - -	2117	628,390 04	13	393	497	278	387	450	25	37	37. 7	33.21	71	-	13	12	1
Dana, - - -	691	117,983 73	6	177	231	138	186	212	14	22	15.21	17.14	33. 7	-	6	6	-
Douglas, - -	1617	573,991 82	10	355	438	300	350	442	12	34	29. 7	36. 7	65.14	-	12	8	2
Dudley, - - -	1352	445,870 45	7	270	344	217	249	345	17	18	27. 7	28	55. 7	-	7	6	1
Fitchburg, - -	2604	721,486 45	18	812	1022	543	764	1045	24	62	51.14	53.21	105. 7	-	17	8	10
Gardner, - -	1260	348,630 35	6	339	359	256	293	403	9	51	17. 7	16. 7	33.14	-	7	5	5
Grafton, - -	2943	808,388 34	17	662	813	520	641	908	49	40	49.21	54. 7	104	-	16	7	10
Hardwick, - -	1789	595,195 40	12	319	461	256	389	408	10	71	35	35	70	-	12	8	4
Harvard, - -	1571	425,873 44	10	322	370	246	319	408	7	35	31	28	59	-	10	9	1
Holden, - -	1874	528,907 98	12	396	500	317	401	538	27	43	29. 7	34. 7	60.14	-	11	5	8
Hubbardston, -	1784	411,458 75	12	387	616	314	514	525	15	90	30.14	39	69.14	-	12	8	8
Lancaster, - -	2019	459,831 50	18	587	670	447	559	693	19	67	40	46.21	86.21	-	5	10	7
Leicester, - -	1707	687,952 63	9	319	339	247	269	518	21	10	24	20	44	-	10	7	2
Leominster, -	2069	606,294 93	12	445	533	343	448	528	15	59	30.14	28.21	59. 7	-	10	8	4

Lunenburg, -	1272	412,383	88	9	277	346	223	300	336	8	50	25.21	24.14	50. 7	-	9	9	-
Mendon, - -	3524	1,317,593	33	8	230	309	193	236	273	27	33	23. 7	23.14	46.21	-	8	5	3
Milford, - - -	1773	418,210	87	14	521	648	414	484	627	40	33	28.14	34.14	63	-	12	10	3
Millbury, - -	2171	516,463	27	11	447	507	361	426	640	9	18	26.14	30	56.14	-	10	6	6
New Braintree,	752	385,772	30	7	135	222	98	187	168	6	30	23	25	48	-	7	4	3
Northborough,	1248	367,252	78	6	281	358	215	300	333	5	44	19	14. 7	33. 7	-	6	5	1
Northbridge, -	1449	294,054	67	9	336	366	238	284	472	30	29	22	29.21	51.21	-	8	4	5
N. Brookfield, -	1485	429,600	23	11	315	492	262	423	437	31	54	28. 7	31. 7	59.14	-	9	8	3
Oakham, - -	1038	284,341	27	8	204	314	164	262	273	9	22	20. 7	18.21	39	-	8	7	2
Oxford, - - -	1742	649,201	91	11	490	475	359	370	558	4	14	41.21	31	72.21	-	12	7	3
Paxton, - - -	670	157,378	15	6	142	195	107	157	173	6	17	13	18	31	-	5	4	2
Petersham, - -	1775	644,607	74	14	284	405	225	352	406	22	21	30.21	37.14	68. 7	-	10	6	8
Phillipston, -	919	285,882	81	7	165	230	160	209	197	5	39	15. 7	17.21	33	-	7	3	4
Princeton, - -	1347	474,169	53	10	325	399	271	340	416	10	74	22	24. 7	46. 7	-	10	10	-
Royalston, - -	1667	433,314	43	12	425	515	366	448	468	26	65	31	33.21	64.21	-	13	9	5
Rutland, - -	1260	422,289	45	11	292	374	248	299	324	12	35	22. 7	31.	53. 7	-	11	3	8
Shrewsbury, -	1481	429,942	57	7	281	378	231	314	358	15	27	18.14	24	42.14	-	7	7	2
Southborough,	1145	296,302	93	6	249	279	216	212	293	6	26	15	18	33	-	6	6	-
Southbridge, -	2031	553,021	37	10	459	586	357	425	720	16	57	29	35. 7	64. 7	-	8	6	5
Spencer, - -	1604	490,303	23	10	364	464	298	390	470	25	47	33	28.21	61.21	-	10	8	2
Sterling, - -	1647	479,034	63	†12	†343	†489	†282	†410	465	10	36	†30	†31	†61	-	†12	†9	†4
Sturbridge, -	2005	610,325	20	13	392	497	309	425	554	14	14	28.14	39	67.14	-	13	5	9
Sutton, - - -	2370	711,238	55	13	469	555	337	436	564	9	20	42.14	41. 7	83.21	-	13	8	5
Templeton, -	1776	581,845	50	10	406	511	350	458	508	13	60	29	24.21	53.21	-	10	7	3
Upton, - - -	1466	327,331	22	10	328	425	263	368	416	17	56	22.14	21.14	44	-	8	7	2
Uxbridge, - -	2004	726,672	73	12	485	492	323	396	650	7	39	39. 7	31.14	70.21	-	12	7	5
Warren, - -	1290	444,834	00	11	355	370	270	297	393	12	27	34. 7	30.21	65	-	12	6	3
Webster, - -	1403	487,040	58	7	311	378	260	305	505	12	6	31. 7	23.14	54.21	1	6	5	2
Westborough, -	1658	430,094	83	9	244	449	189	377	421	23	40	19. 7	23.21	43	-	7	8	2
West Boylston,	1187	365,726	99	8	323	388	264	308	401	12	41	26.14	22. 7	48.21	-	8	5	3
Westminster, -	1645	457,983	33	12	409	522	320	455	475	-	68	29.21	27.21	57.14	-	12	9	3
Winchendon, -	1754	457,783	81	12	438	519	344	413	524	11	68	30.14	35	65.14	-	11	8	4
Worcester, - -	7497	3,696,004	84	32	2383	2607	1858	2074	2880	100	250	146	149.21	295.21	4	50	16	39
Total, - -	95,313	29,804,316	00	605	22,023	27,211	17,236	22,072	28,191	984	2443	2.23	2.26	5.21	8	587	386	250

* Population and Valuation included in Mendon. † No Return. From last year's Abstract.

WORCESTER COUNTY—*Continued.*

TOWNS.	Males.		Females.		Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board, and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	No. of unincorp. Academies, Private Schools and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	Am't of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per month, including value of board.	Average value of board per month.	Average wages paid per month, including value of board.	Average value of board per month.													
Ashburnham,	$27 09	$6 59	$12 25	$5 47	$900 00	-	-	-	-	-	7	9	150	$75 00	-	-	-
Athol,	25 64	6 77	11 75	5 20	1200	-	-	-	-	-	1	3	30	90 00	-	-	-
Auburn,	26 00	7 00	14 75	5 42	500	-	-	-	-	-	1	2. 7	30	20 00	-	-	-
Barre,	27 79	7 43	13 03	5 38	1800	-	-	-	-	-	1	8	140	350 00	-	-	-
Berlin,	26 00	6 00	11 50	4 83	450	-	-	-	-	-	1	12	40	450 00	$520 00	$31 29	-
Blackstone,	31 97	7 60	13 67	5 29	1500	$30 00	-	-	-	-	3	16	90	868 00	-	-	-
Bolton,	29 13	8 88	13 00	5 00	1008 78	-	-	-	-	-	-	-	-	-	-	-	-
Boylston,	29 00	7 68	15 30	5 75	500	51 00	-	-	-	-	2	3	25	38 50	-	-	-
Brookfield,	22 93	6 51	12 58	4 91	1800	25 00	-	-	-	-	2	12	70	396 00	-	-	-
Charlton,	24 06	6 28	10 94	4 70	1200	48 00	-	-	-	-	2	4	58	94 33	-	-	-
Dana,	23 36	6 17	10 35	4 13	400	58 00	-	-	-	-	1	.21	27	6 00	-	-	-
Douglas,	23 75	6 62	14 52	5 15	1200	40 00	-	-	-	-	1	11	30	360 00	900 00	54 00	-
Dudley,	22 83	5 83	12 11	5 18	1000	-	1	10	40	$500 00	-	-	-	-	-	-	-
Fitchburg,	30 50	8 25	15 16	6 55	2400	-	-	-	-	-	13	56. 7	380	1684 87	-	-	-
Gardner,	30 23	8 23	14 89	6 25	800	-	-	-	-	-	2	2.14	-	48 00	-	-	-
Grafton,	29 59	7 59	14 80	5 79	1887 42	-	-	-	-	-	8	24	216	695 00	1000 00	60 00	-
Hardwick,	22 32	6 07	12 58	5 37	1200	10 00	-	-	-	-	1	3	35	105 00	200 00	12 00	-
Harvard,	27 35	7 63	12 45	5 90	1100	-	-	-	-	-	-	-	-	-	600 00	36 00	-
Holden,	30 67	7 27	12 72	6 05	1000	30 00	-	-	-	-	1	3	30	90 00	3366 67	202 00	-
Hubbardston,	25 35	6 19	11 35	4 57	1000	19 00	-	-	-	-	2	4.14	40	72 00	1200 00	72 00	-
Lancaster,	32 10	9 90	13 48	6 12	2000	-	-	-	-	-	5	15.21	153	449 25	-	-	-
Leicester,	24 16	7 30	13 42	4 88	1160	-	1	12	114	1900 00	1	1	25	16 00	-	-	-
Leominster,	29 38	8 25	14 21	6 36	1200	-	-	-	-	-	8	21.14	216	326 19	100 00	6 00	-

Lunenburg, -	25 02	6 71	10 72	5 35	900 00	-	-	-	-	-	1	10	34	400 00	-	-		
Mendon, - -	27 00	7 10	12 39	4 60	600	8 00	-	-	-	-	2	5	75	75 00	-	-	127	49
Milford, - - -	28 22	8 07	14 84	5 62	1400	25 37	-	-	-	-	2	4.21	52	82 19	-	-	-	
Millbury, - -	28 83	7 67	14 45	5 41	1250	-	-	-	-	-	4	13. 7	129	219 38	-	-	-	
New Braintree,	27 50	7 00	12 76	5 62	800	37 75	-	-	-	-	-	-	-	-	-	-	-	
Northborough,	34 40	9 60	14 14	6 57	800	-	-	-	-	-	3	14	184	500 00	-	-	-	
Northbridge, -	27 50	7 50	15 92	6 12	1000	63 00	-	-	-	-	7	17. 7	213	239 02	-	-	-	
N. Brookfield, -	25 83	7 96	12 33	5 44	1200	-	-	-	-	-	1	6	30	90 00	-	-	-	
Oakham, - -	22 88	6 10	11 28	4 75	600	-	-	-	-	-	2	5.14	60	134 00	-	-	-	
Oxford, - - -	27 48	7 52	14 26	5 59	1400	32 00	-	-	-	-	-	-	-	-	-	-	-	
Paxton, - - -	25 37	6 37	12 07	5 17	600	-	-	-	-	-	1	2	30	25 00	-	-	-	
Petersham, - -	24 67	6 33	12 82	4 66	1200	-	-	-	-	-	2	5.14	65	195 00	1119	57	67	17
Phillipston, -	23 22	5 48	12 68	5 04	500	12 00	-	-	-	-	1	.14	30	10 00	-	-	-	
Princeton, - -	23 15	6 55	9 93	4 13	840	-	-	-	-	-	2	4	73	132 00	-	-	-	
Royalston, - -	26 17	6 64	12 25	5 07	1000	-	-	-	-	-	3	5.14	93	69 50	1500	00	90	00
Rutland, - -	27 33	6 67	12 83	5 57	800	12 00	-	-	-	-	4	6.21	105	116 00	-	-	-	
Shrewsbury, -	28 12	8 00	13 11	5 44	900	-	-	-	-	-	1	6	55	170 00	-	-	-	
Southborough,	28 16	8 33	14 11	6 11	800	-	-	-	-	-	4	11.14	100	253 00	-	-	-	
Southbridge, -	28 09	6 83	13 37	5 42	1200	100 00	-	-	-	-	3	21.14	75	400 00	-	-	-	
Spencer, - -	24 76	6 82	11 71	4 61	1000	-	-	-	-	-	4	11	92	203 83	433	33	26	00
Sterling, - -	*26 78	*7 11	*13 27	*5 87	1100	-	-	-	-	-	*5	*7.14	-	-	-		-	
Sturbridge, -	26 00	6 00	14 07	5 02	1000	112 00	-	-	-	-	1	3	30	90 00	-		-	
Sutton, - - -	25 10	7 04	14 69	5 34	1500	-	-	-	-	-	2	4. 7	43	69 33	2000	00	120	00
Templeton, -	29 02	7 74	14 10	5 53	1000	-	-	-	-	-	4	5.21	98	85 50	-		-	
Upton, - - -	28 07	6 93	12 01	4 94	900	-	-	-	-	-	4	7.21	110	162 00	-		-	
Uxbridge, - -	24 33	7 48	14 79	5 41	1200	-	-	-	-	-	1	11	40	650 00	-		-	247	00
Warren, - -	27 06	7 33	12 50	5 34	1000	53 00	-	-	-	-	2	12.14	92	39 30	-		-	
Webster, - -	25 67	7 50	13 62	5 81	1200	-	-	-	-	-	2	20	55	490 00	-		-	
Westborough, -	29 79	7 60	13 98	5 50	950	-	-	-	-	-	6	18.14	194	287 58	-		-	
West Boylston,	26 44	8 00	13 74	5 56	800	-	-	-	-	-	2	14	47	1029 00	-		-	
Westminster, -	27 11	7 22	11 88	5 35	1000	30 00	1	11	190	325 00	-	-	-	-	-		-	
Winchendon, -	33 20	8 95	14 27	5 89	1200	-	1	8	40	420 00	1	1	35	8 00	-		-	
Worcester, - -	36 43	9 24	18 33	7 76	13,578	25 00	1	11	57	1300 00	6	46 14	132	1573 00	-		-	
Total, - -	27 14	7 28	13 21	5 43	72,424 20	821 12	5	52	441	4445 00	146	514. 7	4156	14,031 77	12,939	57	776	46	374	49

* No Return. From last year's Abstract.

HAMPSHIRE COUNTY.

TOWNS.	Population.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No of persons under 4 years of age who attend School.	No. over 16 years of age who attend School.	Aggregate Length of the Schools.			Number of Teachers.			
														Summer.		Winter.	
				In Summer.	In Winter.	In Summer.	In Winter.				Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	Males.	Females.	Males.	Females.
Amherst, - -	2550	$654,471 00	12	449	577	367	491	700	6	19	49	31.14	80.14	-	11	8	4
Belchertown, -	2554	496,480	19	484	665	388	560	684	10	46	54	56	110	-	16	9	9
Chesterfield, -	1132	250,112	10	220	237	176	202	282	8	13	38. 7	29.21	68	-	10	5	5
Cummington, -	1237	244,078	10	275	369	221	286	346	10	27	32. 7	34.14	66.21	-	10	7	4
Easthampton, -	717	181,495	6	185	143	152	122	220	6	4	27.14	19.14	47	-	6	4	1
Enfield, - - -	976	263,430	8	201	258	174	224	276	10	41	24	20.14	44.14	-	8	5	3
Goshen, - - -	556	131,867	5	107	118	84	91	130	8	13	18	11. 7	29. 7	-	5	2	2
Granby, - - -	971	230,583	9	207	283	169	252	317	10	12	30. 7	31. 7	61.14	-	9	7	3
Greenwich, -	824	156,879	7	156	220	122	191	182	7	20	20.14	17	37.14	-	7	8	1
Hadley, - - -	1814	493,091	11	327	437	283	393	494	13	24	38. 7	36	74. 7	-	11	5	8
Hatfield, - -	933	449,684	7	162	249	109	221	234	-	12	19.14	26.21	46. 7	-	6	4	3
Middlefield, -	1717	205,128	10	153	192	114	163	189	4	19	34.14	30.21	65. 7	-	10	4	6
Northampton, -	3750	1,150,167	21	970	1045	742	806	1087	8	30	95	89.21	184.21	1	23	6	20
Norwich, - -	750	173,064	7	188	197	147	157	209	4	12	26	19	45	-	7	6	1
Pelham, - - -	956	160,695	7	235	310	177	265	270	14	25	18.14	16.14	35	-	7	7	-
Plainfield, - -	910	203,390	10	192	267	151	218	230	-	18	27	24. 7	51. 7	-	8	8	2
Prescott, - -	780	148,537	5	168	182	122	135	166	2	23	15	15	30	-	5	5	-
South Hadley, -	1458	271,438	9	247	272	203	244	315	1	9	38	34	72	-	8	2	7
Southampton, -	1157	235,845	8	199	254	158	219	273	5	10	24.21	26.21	51.14	-	8	3	5
Ware, - - -	1890	384,850	15	556	659	437	510	747	19	71	42	45.21	87.21	1	14	7	8
Westhampton,	759	165,067	7	142	173	120	151	168	8	11	24.21	21	45.21	-	7	6	1
Williamsburg,	1309	340,149	10	305	319	239	256	354	6	11	33. 7	28.14	61.21	-	11	5	5
Worthington, -	1197	307,851	11	272	321	196	245	333	13	40	51.14	33.21	85. 7	-	11	10	1
Total, - -	30,897	7,298,351 00	224	6400	7747	5051	6402	8206	172	510	3.14	3. 4	6.18	2	218	133	99

HAMPSHIRE COUNTY—*Continued.*

TOWNS.	Males.		Females.		Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board, and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	No. of unincorp. Academies, Private Schools and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	Am't of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per month, including value of board.	Average value of board per month.	Average wages paid per month, including value of board.	Average value of board per month.													
Amherst, - -	$26 92	$6 79	$12 47	$5 60	$1500 00	-	1	10	50	$900 00	3	15.21	64	$835 00	-	-	-
Belchertown, -	23 41	6 07	11 98	5 09	1400	$229 25	-	-	-	-	2	10	20	100 00	-	-	-
Chesterfield, -	18 60	6 00	11 98	6 00	500	405 00	-	-	-	-	1	3	25	40 00	$607 00	$36 42	-
Cummington, -	21 00	5 57	11 26	3 61	500	125 00	-	-	-	-	1	3	30	90 00	-	-	$150 00
Easthampton, -	20 00	6 75	13 86	7 14	450	358 00	1	11	175	3000 00	-	-	-	-	-	-	-
Enfield, - - -	26 05	6 12	11 43	4 74	700	-	-	-	-	-	3	6.14	102	144 00	-	-	-
Goshen, - - -	20 50	6 00	14 67	4 00	300	100 00	-	-	-	-	-	-	-	-	-	-	-
Granby, - - -	22 81	5 67	11 47	4 67	850	100 00	-	-	-	-	1	6	35	250 00	-	-	-
Greenwich, -	22 88	5 75	12 44	4 73	500	124 00	-	-	-	-	1	6	16	12 00	-	-	-
Hadley, - - -	24 30	6 20	11 73	5 10	1300	-	1	11	45	500 00	5	13.14	83	118 00	-	-	-
Hatfield, - -	25 76	6 45	13 11	5 26	750	-	-	-	-	-	-	-	-	-	-	-	105 00
Middlefield, -	20 25	6 00	12 69	6 00	400	460 00	-	-	-	-	-	-	-	-	-	-	90 00
Northampton, -	29 22	5 00	12 64	5 87	4000	150 00	1	11	40	400 00	6	9	115	120 00	3000 00	200 00	-
Norwich, - -	18 17	6 00	11 00	5 00	400	250 00	-	-	-	-	1	2.21	16	45 00	-	-	-
Pelham, - - -	22 28	6 00	10 57	5 00	400	65 00	-	-	-	-	-	-	-	-	-	-	-
Plainfield, - -	21 17	6 00	12 27	6 00	520	327 00	-	-	-	-	2	5. 7	30	110 00	-	-	-
Prescott, - -	21 60	6 00	11 87	6 00	350	180 00	-	-	-	-	1	3	30	70 00	-	-	-
South Hadley, -	25 00	7 00	14 23	6 10	1000	105 00	1	10	235	2820 00	1	11	25	375 00	-	-	-
Southampton, -	23 33	7 33	12 61	5 69	400	261 00	1	6	25	50 00	2	3. 7	35	45 50	-	-	150 00
Ware, - - -	24 15	6 25	13 44	4 94	1600	243 00	-	-	-	-	6	13	270	470 00	-	-	-
Westhampton,	19 83	6 67	11 44	5 50	450	300 00	-	-	-	-	1	3	-	-	-	-	-
Williamsburg,	20 13	6 40	12 69	5 88	700	450 00	-	-	-	-	4	7	144	57 00	-	-	-
Worthington, -	20 96	6 00	12 81	6 00	500	584 00	1	3	22	77 00	2	3	36	18 08	1848 67	110 92	146 98
Total, - -	22 54	6 17	12 38	5 39	19,470 00	4816 25	7	62	592	7747 00	43	124	1076	2899 58	5455 67	346 42	641 98

HAMPDEN COUNTY.

TOWNS.	Population.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who attend School.	No. over 16 years of age who attend School.	Aggregate Length of the Schools.			Number of Teachers.			
														Summer.		Winter.	
				In Summer.	In Winter.	In Summer.	In Winter.				Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	Males.	Females.	Males.	Females.
Blandford, - -	1427	$397,051 00	16	353	403	282	292	395	16	-	58	51	109	-	16	7	9
Brimfield, - -	1419	443,410	10	282	379	210	303	390	14	48	38	33. 7	71. 7	-	10	10	1
Chester, - -	1632	241,729	15	268	329	215	290	435	10	25	44.21	41	85.21	-	14	7	7
Granville, - -	1414	289,889	10	269	302	209	246	395	10	15	49	28	77	-	10	6	3
Holland, - -	423	113,763	4	34	113	28	78	78	18	17	5.14	13. 7	18.21	-	2	3	1
Longmeadow, -	1270	341,713	9	235	338	205	289	337	17	20	35.14	32	67.14	-	8	5	6
Ludlow, - -	1268	370,099	9	260	292	206	230	272	6	14	33	27	60	-	9	5	4
Monson, - -	2151	630,773 86	16	458	561	329	450	565	25	51	61.21	52.14	114. 7	-	16	13	3
Montgomery, -	740	96,160	5	75	78	55	56	90	6	7	15	15	30	-	5	5	-
Palmer, - - -	2139	695,519	16	630	703	508	512	841	3	21	54	44	98	-	16	7	9
Russell, - -	955	98,390	4	64	106	45	75	91	3	12	10	14. 7	24. 7	-	3	2	2
Southwick, -	1214	297,411	9	253	314	187	254	356	10	20	46. 7	33. 7	79.14	-	9	6	3
Springfield, -	10,985	3,610,141 35	45	3303	3601	2073	2485	3647	17	97	231	213. 7	444. 7	9	49	19	46
Tolland, - -	627	167,916	5	91	134	72	98	154	4	7	19	21. 7	40. 7	-	5	2	4
Wales, - - -	686	143,295	5	143	160	116	132	164	4	14	14	14	28	-	5	4	1
Westfield, - -	3526	899,510	18	710	831	523	642	979	19	28	83.14	75	158.14	-	17	10	9
W. Springfield,	3626	964,317 50	26	620	858	491	703	860	13	45	105. 7	87.21	193	-	23	14	12
Wilbraham, -	1864	387,336	13	363	474	276	378	547	10	11	55. 7	43.21	99	-	13	9	4
Total, - -	37,366	10,188,423 71	235	8411	9976	6030	7513	10,596	205	452	4.02	3.16	7.18	9	230	134	124

HAMPDEN COUNTY—*Continued.*

TOWNS.	Males.		Females.															
	Average wages paid per month, including value of board.	Average value of board per month.	Average wages paid per month, including value of board.	Average value of board per month.	Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board, and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	No. of unincorp. Academies, Private Schools and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	Am't of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
Blandford, - -	$22 86	$8 00	$13 24	$7 00	$600 00	$400 00	-	-	-	-	1	6	25	$175 00	$2500 00	$155 00	-
Brimfield, - -	21 70	6 00	12 67	6 00	950	236 00	-	-	-	-	-	-	-	-	-	-	-
Chester, - -	19 62	6 00	11 67	5 00	1167	467 00	-	-	-	-	5	17	101	379 00	600 00	36 00	-
Granville, - -	20 00	6 00	10 64	5 00	600	329 20	-	-	-	-	3	10	78	289 00	-	-	-
Holland, - -	20 00	6 00	11 33	5 00	200	64 00	-	-	-	-	-	-	-	-	222 22	13 33	-
Longmeadow, -	25 40	8 00	13 10	5 52	1000	222 32	-	-	-	-	1	11	30	480 00	1131 00	67 86	-
Ludlow, - -	19 60	6 00	11 90	5 08	700	300 00	-	-	-	-	-	-	-	-	-	-	-
Monson, - -	22 47	5 85	11 35	5 40	1200	300 00	1	10	75	1080 00	-	-	-	-	-	-	-
Montgomery, -	17 87	6 00	10 13	5 00	300	170 00	-	-	-	-	-	-	-	-	-	-	-
Palmer, - - -	23 21	6 57	13 84	6 12	1200	159 22	-	-	-	-	3	7	68	86 00	800 00	48 00	-
Russell, - - -	19 00	7 00	13 60	6 00	250	180 00	-	-	-	-	-	-	-	-	-	-	-
Southwick, - -	22 25	8 00	11 86	6 00	-	551 50	-	-	-	-	2	15	37	348 00	15,618 01	937 08	-
Springfield, -	36 23	9 63	15 04	6 56	12,482	-	-	-	-	-	9	91	254	2500 00	18,114 01	1684 37	-
Tolland, - -	19 50	6 00	10 74	4 78	250	250 00	-	-	-	-	-	-	-	-	1,200 00	72 00	$27 24
Wales, - - -	18 92	5 42	10 92	4 83	400	54 00	-	-	-	-	1	3	12	40 00	-	-	-
Westfield, - -	20 53	6 20	13 72	6 19	1800	1000 00	1	10.14	100	1350 00	2	6	35	90 00	-	-	-
W. Springfield,	21 57	7 53	12 45	5 77	1500	650 00	1	6	40	250 00	2	7.14	25	70 00	14,647 54	839 10	-
Wilbraham, -	25 56	8 00	14 69	7 00	800	696 25	1	11	228	2330 00	-	-	-	-	934 62	56 08	246 70
Total, - -	22 02	6 79	12 38	5 68	25,399 00	6029 49	4	37.14	443	5010 00	29	173.14	665	4457 00	55,767 40	3908 82	273 94

FRANKLIN COUNTY.

TOWNS.	Population.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who attend School.	No. over 16 years of age who attend School.	Aggregate Length of the Schools.			Number of Teachers.			
														Summer.		Winter.	
				In Summer.	In Winter.	In Summer.	In Winter.				Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	Males.	Females.	Males.	Females.
Ashfield, -	1610	$326,945 00	14	305	398	241	328	404	7	38	39	40.14	79.14	-	12	12	2
Bernardston, -	992	210,083	6	221	260	184	199	261	11	9	23	19.14	42.14	-	6	4	2
Buckland, - -	1084	159,844	9	231	291	178	252	268	12	34	24	25. 7	49. 7	-	8	4	5
Charlemont, -	1127	221,941	8	229	320	174	263	303	10	21	28.14	22.21	51. 7	-	8	7	3
Coleraine, - -	1971	420,180	18	493	556	372	494	536	6	27	57.21	48. 7	106	-	18	10	8
Conway, - -	1409	422,558	17	363	400	300	357	439	11	39	61.14	45	106.14	-	17	9	7
Deerfield, - -	1912	579,020	16	341	486	264	381	489	20	39	53	49	102	-	15	4	11
Erving, - - -	309	58,785	2	92	107	70	95	124	4	1	6.21	3	9.21	-	2	1	2
Gill, - - - -	798	180,386	6	164	211	131	177	212	3	15	20	20.14	40.14	-	6	2	4
Greenfield, - -	1756	561,175	10	386	472	323	360	517	8	20	44	41	85	1	11	5	7
Hawley, - -	977	175,187	9	233	286	196	253	293	6	17	26.14	26.14	53	-	9	6	3
Heath, - - -	895	195,811	9	233	269	201	207	243	11	21	29.14	26. 7	55.21	-	10	7	4
Leverett, - -	875	162,473	7	206	297	177	253	268	12	45	19.21	18	37.21	-	7	6	1
Leyden, - -	632	170,897	5	159	193	126	150	184	7	7	19.14	15.14	35	-	5	2	4
Monroe, - -	282	41,750	4	74	57	50	41	85	2	4	7	2. 7	9. 7	1	2	1	1
Montague, - -	1255	231,809	10	294	386	215	324	348	13	33	40	30. 7	70. 7	-	10	6	4
New Salem, -	1305	262,313	12	305	370	250	295	348	10	20	35.14	34.21	70. 7	-	12	3	9
Northfield, - -	1673	436,876	14	370	467	293	388	424	4	38	46. 7	38.14	84.21	-	14	6	8
Orange, - - -	1501	289,298	12	393	512	316	420	461	20	70	24.14	27.14	52	-	11	8	5
Rowe, - - -	703	159,424	7	156	185	125	157	167	10	11	22.21	21.14	44. 7	-	7	6	2
Shelburne, - -	1022	255,944	10	206	303	156	264	316	6	19	36	30.14	66.14	-	10	5	5
Shutesbury, -	987	177,954	10	237	286	196	232	286	6	19	26.21	27.14	54. 7	-	10	4	6
Sunderland, -	719	183,279	7	152	221	126	193	172	10	24	24.14	21.21	46. 7	-	8	3	4
Warwick, - -	1071	260,100	11	231	286	182	243	267	16	31	26. 7	31	57. 7	-	10	7	4
Wendell, - -	875	183,735	11	82	285	62	214	197	12	18	6.14	29	35.14	-	3	2	9
Whately, - -	1072	220,927	6	196	250	160	212	281	11	31	21.14	19.14	41	-	6	4	4

TOWNS.	MALES.		FEMALES.		Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board, and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	No. of unincorp. Academies, Private Schools and Schools kept to prolong Com. Schools	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	Am't of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per month, including value of board.	Average value of board per month.	Average wages paid per month, including value of board.	Average value of board per month.													
Ashfield,	$18 25	$4 77	$10 34	$4 50	$700 00	$400 00	1	3	44	$142 00	-	-	-	-	-	$56 69	-
Bernardston,	18 50	6 00	9 38	5 25	450	293 00	1	8. 7	28	273 00	1	1	17	$8 00	$716 67	43 00	-
Buckland,	16 00	4 75	10 61	4 31	402	-	-	-	-	-	1	.14	3	5 00	914 89	54 88	-
Charlemont,	22 14	5 86	11 00	4 82	600	200 00	-	-	-	-	1	6	25	150 00	-	-	-
Coleraine,	20 50	5 70	12 74	5 33	1000	800 00	-	-	-	-	-	-	-	-	-	-	-
Conway,	18 28	6 00	11 31	5 00	775	628 50	-	-	-	-	1	7	27	211 00	-	-	-
Deerfield,	20 25	6 50	13 17	5 87	978	550 00	1	44	30	400 00	2	10	20	80 00	-	-	-
Erving,	26 00	7 00	9 99	3 75	150	-	-	-	-	-	2	2	40	22 00	-	-	$53 00
Gill,	23 00	6 00	13 40	5 95	400	211 50	-	-	-	-	-	-	-	-	-	-	-
Greenfield,	27 11	8 17	13 51	6 00	1570	350 00	1	12	10	300 00	2	15	70	250 00	-	-	-
Hawley,	19 25	5 00	11 56	5 36	500	287 00	-	-	-	-	-	-	-	-	200 00	24 00	-
Heath,	18 54	5 00	10 76	5 00	881	-	-	-	-	-	-	-	-	-	-	-	-
Leverett,	18 67	4 50	10 02	4 15	402	135 75	-	-	-	-	3	7.14	67	56 25	-	-	-
Leyden,	16 50	6 00	18 23	7 71	300	278 00	-	-	-	-	-	-	-	-	-	-	-
Monroe,	17 00	6 00	10 67	4 00	119 53	35 00	-	-	-	-	2	2.14	44	27 50	207 33	12 43	-
Montague,	24 17	5 83	11 79	4 98	696	326 80	-	-	-	-	3	6	48	106 00	-	-	171 00
New Salem,	24 00	6 00	11 43	3 93	900	18 50	1	10	48	600 00	-	-	-	-	-	-	-
Northfield,	23 43	6 93	11 29	4 60	1000	50 00	-	-	-	-	-	-	-	-	400 00	24 00	-
Orange,	22 08	6 08	11 08	4 83	800	16 00	-	-	-	-	3	6.14	81	168 00	-	-	-
Rowe,	18 67	5 00	9 54	3 54	400	164 00	-	-	-	-	-	-	-	-	200 00	12 00	-
Shelburne,	22 40	6 00	12 86	4 93	700	315 25	1	11	56	1120 00	2	4	50	116 00	-	-	-
Shutesbury,	16 92	5 25	10 75	4 12	500	90 42	-	-	-	-	1	3	30	90 00	280 00	16 80	-
Sunderland,	24 00	6 33	11 03	4 42	600	27 50	-	-	-	-	1	3	35	105 00	-	-	-
Warwick,	20 74	5 45	10 08	4 15	700	-	-	-	-	-	1	3	8	12 00	-	-	-
Wendell,	17 25	6 25	10 64	3 94	300	89 30	-	-	-	-	1	1.14	19	11 40	690 00	41 40	-
Whately,	22 17	6 67	12 13	4 83	650	75 75	-	-	-	-	2	8.14	67	250 00	-	-	-
Total,	20 61	5 89	11 51	4 82	16,473 53	5342 27	6	88. 7	216	2835 00	29	87	651	1668 15	3608 89	285 20	224 00

BERKSHIRE COUNTY.

TOWNS.	Population.	Valuation.	No. of Public Schools	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who attend School.	No. over 16 years of age who attend School.	Aggregate Length of the Schools.			Number of Teachers.			
														Summer.		Winter.	
				In Summer.	In Winter.	In Summer.	In Winter.				Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	Males.	Females	Males.	Females.
Adams, - - -	3703	$773,929 00	20	1073	1036	762	735	1366	-	-	89	62.14	151.14	3	17	12	6
Alford, - - -	481	93,915	4	117	138	70	114	118	-	19	19.14	13.14	33	-	4	4	-
Becket, - - -	1342	224,160 50	10	271	290	194	225	278	8	39	47. 7	32	79. 7	-	10	9	1
Cheshire, - -	985	322,385	8	191	215	143	141	247	10	18	34.21	22. 7	57	-	8	6	2
Clarksburg, -	370	56,219	5	122	132	87	92	153	7	8	16	13	29	-	5	4	-
Dalton, - - -	1255	270,299	6	230	231	168	190	256	10	12	26.14	18	44.14	-	6	4	2
Egremont, - -	1038	239,858	5	219	261	170	163	261	4	20	24. 7	20	44. 7	-	5	4	1
Florida, - - -	441	64,406 26	6	118	153	85	123	140	7	15	16. 7	16.21	33	-	6	2	4
Gt. Barrington,	2704	625,125	18	530	655	347	464	831	34	17	77.21	55.14	133. 7	-	16	8	10
Hancock, - -	922	317,950	6	87	157	57	112	237	4	14	14	18.14	32.14	1	2	5	-
Hinsdale, - -	955	231,930	7	272	278	201	225	289	6	10	29	23	52	-	8	5	2
Lanesborough,	1140	350,024	7	189	230	114	149	298	15	14	28	26	54	-	7	7	1
Lee, - - - -	2428	474,761	10	511	490	314	332	671	14	20	50. 7	31	81. 7	-	9	7	1
Lenox, - - -	1313	310,978	7	244	297	176	213	344	1	4	26.21	30.14	57. 7	-	6	7	-
Monterey,* -	-	-	11	196	221	142	164	186	24	22	40.21	38	78.21	-	9	4	7
Mt. Washington,	438	52,126	3	93	110	59	81	111	2	17	15	9. 7	24. 7	-	3	3	-
New Ashford, -	227	74,993	2	18	38	12	16	54	4	12	5	3.14	8.14	-	1	1	-
N. Marlborough,	1682	380,943	14	330	481	223	332	438	11	60	45. 7	52	97. 7	-	10	10	4
Otis, - - -	1177	203,043	10	284	295	214	224	285	8	17	40.14	25. 7	65.21	-	10	6	2
Peru, - - -	576	158,872	7	115	131	94	106	148	5	24	27	20	47	-	7	4	2
Pittsfield, - -	3747	1,065,008	20	861	868	641	630	1082	19	29	85. 7	74. 7	159.14	1	18	10	10
Richmond, - -	1097	234,147	6	164	184	105	109	179	6	13	35.14	24. 7	59.21	-	6	5	1
Sandisfield, -	1464	374,508	16	327	362	232	263	402	12	20	68	51.14	119.14	-	16	8	9

Savoy, - - -	915	120,311 00	9	212	263	165	161	285	5	41	24.14	25.14	50	-	8	6	2
Sheffield, - -	2322	631,882	13	530	603	383	465	752	19	3[illegible]	62.21	53.21	116.14	-	13	12	1
Stockbridge, -	1992	469,427	8	389	397	308	305	585	15	18	38	29	67	-	10	6	4
Tyringham, -	1477	251,598	4	113	140	76	107	208	6	18	17.14	14	31.14	-	4	2	3
Washington, -	991	133,853	7	219	184	164	139	264	-	2	27	19.14	46.14	-	7	5	1
W. Stockbridge,	1448	289,313	7	338	355	245	237	377	3	3[illegible]	29.21	30. 7	60	-	7	5	2
Williamstown,	2153	547,740	14	462	545	332	382	737	21	5[illegible]	55	46. 7	101. 7	-	14	2	2
Windsor, - -	897	194,223	10	199	206	155	166	208	6	2[illegible]	37.14	23.14	61	-	10	6	2
Total,. - -	41,680	9,546,926 76	280	9024	9946	6438	7165	11,790	286	63[illegible]	4. 4	3. 8	7.12	5	262	179	82

* A newly-incorporated town. Population and Valuation included in Tyringham.

BERKSHIRE COUNTY—*Continued.*

TOWNS.	Males.		Females.		Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board, and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	No. of unincorp. Academies, Private Schools and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	Am't of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per month, including value of board.	Average value of board per month.	Average wages paid per month, including value of board.	Average value of board per month.													
Adams,	$20 20	$6 00	$14 46	$6 00	$2707 66	$909 00	1	10	70	$770 00	3	22	85	$375 00	$3133 33	$188 00	-
Alford,	19 63	6 00	11 38	6 00	250	234	-	-	-	-	1	3	17	40 00	-	-	-
Becket,	21 70	7 44	12 64	5 91	600	566	-	-	-	-	-	-	-	-	2450 00	147 00	-
Cheshire,	18 17	6 33	12 00	5 10	400	302	-	-	-	-	4	13.14	51	232 34	-	-	-
Clarksburg,	20 25	6 75	10 90	5 60	200	230	-	-	-	-	-	-	-	-	350 00	21 00	-
Dalton,	23 00	7 25	11 00	4 63	500	130	-	-	-	-	-	-	-	-	-	-	-
Egremont,	27 25	6 00	12 63	6 00	500	-	-	-	-	-	2	9	42	165 00	-	-	-
Florida,	18 75	6 00	9 70	4 00	200	154 50	-	-	-	-	-	-	-	-	180 00	10 80	-
Gt. Barrington,	19 63	6 50	12 24	4 78	1100	700	1	10	60	1000 00	1	10	30	1200 00	960 20	57 60	-
Hancock,	27 50	7 67	11 25	6 25	300	335	-	-	-	-	3	10	53	113 50	564 00	35 70	-
Hinsdale,	24 58	8 00	10 29	5 60	500	428 50	-	-	-	-	4	13	129	351 00	-	-	-
Lanesborough,	19 36	6 00	10 75	6 00	500	324	-	-	-	-	2	20	36	574 00	2570 50	154 23	-
Lee,	24 14	7 43	13 80	6 00	1180	400	-	-	-	-	3	30	88	2400 00	1600 00	96 00	-
Lenox,	20 93	6 57	12 60	6 00	700	450	1	11	40	760 00	1	10.14	15	157 50	-	-	-
Monterey,	21 75	8 00	11 72	6 00	300	454 25	-	-	-	-	1	1	36	180 00	612 00	36 72	$67 41
Mt. Washington,	17 71	6 00	12 00	6 00	160	170	-	-	-	-	2	2.14	49	19 50	100 00	6 00	-
New Ashford,	22 00	8 00	11 00	6 00	150	-	-	-	-	-	-	-	-	-	-	-	-
N. Marlborough,	22 80	7 80	12 00	6 00	700	650	-	-	-	-	1	6	8	48 00	5474 11	328 44	-
Otis,	23 11	8 00	11 88	6 00	500	447 50	-	-	-	-	-	-	-	-	-	-	-
Peru,	23 73	8 00	11 50	6 00	300	136	-	-	-	-	1	3	25	75 00	370 33	22 22	-
Pittsfield,	27 89	7 45	12 66	5 59	2363	140	-	-	-	-	5	45	265	4027 00	2556 25	153 38	-
Richmond,	18 20	6 60	11 85	5 86	300	-	-	-	-	-	-	-	-	-	-	-	-
Sandisfield,	21 00	6 13	11 92	5 80	600	702 00	-	-	-	-	1	3	25	75 00	4654 10	279 25	-

Savoy, - - -	18 53	6 00	11 85	5 00	356 25	300 00	-	-	-	-	-	-	-	-	1271 98	76 32	-
Sheffield, - -	22 79	6 00	12 88	6 00	1875	500	1	8	20	175 00	1	9	16	150 00	4153 88	249 23	-
Stockbridge, -	21 83	6 00	12 79	4 00	1000	281	1	11	8	750 54	2	22	26	560 00	-	-	-
Tyringham, -	21 00	6 00	11 76	6 00	338 05	249	-	-	-	-	2	6	36	72 00	-	-	-
Washington, -	17 40	7 00	12 67	7 00	400	373	-	-	-	-	-	-	-	-	-	-	-
W. Stockbridge,	22 20	7 00	13 44	6 12	600	357 50	-	-	-	-	1	7	25	198 00	-	-	153 00
Williamstown,	21 06	6 08	11 21	4 94	900	600	-	-	-	-	4	34.14	69	1714 00	1000 00	60 00	-
Windsor, - -	18 25	6 00	10 63	5 00	400	322	-	-	-	-	1	2	12	10 00	850 00	51 00	-
Total, - -	21 49	6 77	11 92	5 65	20,879 96	10,845 25	5	50	198	3455 54	46	282	1138	12,736 84	32,850 68	1972 89	220 41

NORFOLK COUNTY.

TOWNS.	Population.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who attend School.	No. over 16 years of age who attend School.	Aggregate Length of the Schools.			Number of Teachers.			
														Summer.		Winter.	
				In Summer.	In Winter.	In Summer.	In Winter.				Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	Males.	Females.	Males.	Females.
Bellingham, - -	1055	$272,850 00	9	231	319	173	255	299	12	20	20. 7	46. 7	66.14	-	7	4	5
Braintree, - -	2168	531,786	11	511	536	369	422	663	12	14	52.21	41.14	94. 7	-	11	9	1
Brookline, - -	1365	743,963	6	250	247	185	189	352	-	20	36	36	72	2	5	2	5
Canton, - - -	1995	562,028	8	450	484	361	408	544	-	20	33.21	31	64.21	-	8	2	6
Cohasset, - -	1471	306,717	8	285	424	230	343	382	-	26	25.14	28	53.14	-	5	6	2
Dedham, - - -	3290	1,218,548	18	808	891	652	743	844	9	14	83	82.14	165.14	3	14	10	7
Dorchester, -	4875	1,691,245	17	1245	1258	790	882	1529	11	22	104	100	204	6	12	8	12
Dover, - - - -	520	192,309	4	74	93	60	85	125	4	8	15. 7	13.21	29	-	4	3	7
Foxborough, -	1298	260,578	8	343	406	237	340	405	-	37	30.14	25.14	56	-	8	6	3
Franklin, - -	1717	417,078	11	406	397	298	295	451	17	32	36. 7	30.14	66.21	-	11	7	3
Medfield, - -	883	229,174	4	149	196	119	177	189	6	19	15.21	11.14	27. 7	-	3	3	1
Medway, - -	2043	492,325	10	430	541	368	466	494	12	47	34. 7	33.21	68	-	9	8	2
Milton, - - -	1822	663,247	6	397	394	231	261	451	7	10	33	29.14	62.14	2	4	5	1
Needham, - -	1488	383,056	6	364	373	263	288	432	6	5	25.21	23	48.21	-	6	4	4
Quincy, - - -	3486	912,105	13	1016	975	689	686	1082	18	10	76	73	149	6	7	6	7
Randolph, - -	3213	787,015	13	781	623	506	558	984	44	23	70. 7	37. 7	107.14	1	11	7	3
Roxbury, - -	9089	3,257,503	32	2509	2601	2121	2203	2916	-	16	186	189	375	8	47	9	47
Sharon, - - -	1076	310,461	5	212	241	167	209	250	7	19	20	19	39	-	5	3	2
Stoughton, - -	2142	389,888	11	557	607	420	450	725	12	7	36.14	35	71.14	-	9	5	5
Walpole, - -	1491	398,479	7	352	397	299	342	423	4	12	27. 7	24	51. 7	-	7	5	1
Weymouth, -	3738	868,081	18	924	910	631	687	1103	44	50	89. 7	50.14	139.21	-	17	10	7
Wrentham, -	2915	634,091	20	668	746	518	608	774	20	61	69. 7	67.14	136.21	-	20	6	14
Total, - -	53,140	15,522,527 00	245	12,962	13,659	9687	10,897	15,417	245	492	4.17	4. 5	8.22	28	230	128	145

NORFOLK COUNTY—*Continued.*

TOWNS.	Males.		Females.		Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board, and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	No. of unincorp. Academies, Private Schools and Schools kept to prolong Com. Schools	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	Am't of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per month, including value of board.	Average value of board per month.	Average wages paid per month, including value of board.	Average value of board per month.													
Bellingham,	$26 75	$8 25	$15 22	$5 47	$700 00	-	-	-	-	-	2	6	45	$120 00	$418 16	$25 09	$140 00
Braintree,	32 94	9 50	16 13	6 33	2000	-	1	11	46	$821 45	3	12. 7	148	575 25	5000 00	300 00	-
Brookline,	64 58	15 00	17 49	7 60	3000	-	-	-	-	-	4	12	40	700 00	-	-	-
Canton,	41 25	10 00	17 52	6 09	1600	-	-	-	-	-	1	9	15	225 00	-	-	-
Cohasset,	32 33	10 75	11 36	5 64	1200	-	-	-	-	-	3	11	63	226 50	-	-	-
Dedham,	37 11	10 92	16 36	7 29	5000	-	-	-	-	-	3	14	134	328 00	440 00	26 40	-
Dorchester,	62 61	13 50	23 90	7 33	6682	-	-	-	-	-	10	103	172	2978 90	9411 30	564 68	-
Dover,	24 33	8 67	12 93	6 20	500	5	-	-	-	-	1	1.14	22	10 00	-	-	63 00
Foxborough,	31 05	8 38	15 80	6 14	1200	-	-	-	-	-	-	-	-	-	-	-	-
Franklin,	27 43	7 71	14 48	5 26	1200	-	-	-	-	-	1	3	50	150 00	-	-	-
Medfield,	34 45	9 00	15 42	6 17	400	-	-	-	-	-	2	2.21	60	42 00	3715 43	222 92	-
Medway,	31 56	7 94	15 18	5 73	1500	-	-	-	-	-	2	4	60	150 00	200 00	12 00	-
Milton,	38 57	10 86	20 00	8 00	2300	-	1	11	20	400 00	-	-	-	-	-	-	-
Needham,	30 00	9 75	18 00	6 40	1110	-	-	-	-	-	1	12	20	400 00	1500 00	90 00	-
Quincy,	33 08	10 21	12 95	6 00	3330	-	-	-	-	-	5	51	120	1095 00	1250 00	75 00	-
Randolph,	31 50	9 00	15 49	6 00	2000	-	1	3	30	98 00	4	19. 7	90	228 00	10,000 00	600 00	-
Roxbury,	74 02	16 00	19 72	8 00	17,482 37	-	-	-	-	-	30	360	600	14,000 00	65,750 00	4045 00	-
Sharon,	32 67	8 00	15 28	5 81	600	-	-	-	-	-	1	1	13	5 20	2710 00	108 78	150 86
Stoughton,	30 00	9 00	16 57	5 71	1600	-	-	-	-	-	1	11	15	165 00	-	-	-
Walpole,	34 75	8 60	16 41	6 41	1300	-	-	-	-	-	-	-	-	-	-	-	-
Weymouth,	36 15	10 05	15 80	5 40	2500	-	-	-	-	-	7	23.14	163	358 74	7050 00	423 00	-
Wrentham,	27 00	6 67	15 55	5 28	2000	-	-	-	-	-	1	10.14	55	1000 00	2001 71	120 10	341 86
Total,	37 01	9 89	16 25	6 28	59,204 37	5	3	25	96	1319 45	82	66.21	1885	22,757 59	109,446 60	6612 97	695 72

BRISTOL COUNTY.

TOWNS.	Population.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who attend School.	No. over 16 years of age who attend School.	Aggregate Length of the Schools.			Number of Teachers.			
														Summer.		Winter.	
				In Summer.	In Winter.	In Summer.	In Winter.				Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	Males.	Females.	Males.	Females.
Attleborough, -	3585	$800,684 00	24	568	808	449	640	964	2	55	64.21	81	145.21	1	16	14	11
Berkley, - -	886	170,514 34	7	147	267	109	211	246	7	15	12.14	23.21	36. 7	1	4	5	2
Dartmouth, - -	4135	1,043,713 50	25	827	915	570	653	1113	32	59	100.14	86	186.14	-	25	18	7
Dighton, - -	1378	348,087	11	322	401	240	300	380	2	43	27.14	45	72.14	-	10	9	2
Easton, - - -	2074	421,385	11	551	578	429	464	642	20	21	35	31. 7	66. 7	-	11	8	4
Fairhaven, - -	3951	1,547,771 30	24	922	1020	655	730	1215	28	24	116.14	88	204.14	5	20	13	13
Fall River, - -	6738	2,552,121	22	2421	2477	1189	1338	2786	-	50	104. 7	129. 7	233.14	2	31	9	26
Freetown, - -	1772	387,783 50	14	261	389	179	288	446	5	26	33. 7	34	67. 7	1	7	7	3
Mansfield, - -	1382	295,270	8	285	315	230	256	403	4	5	21.21	24.21	46.14	-	6	2	5
New Bedford, -	12,087	6,149,520	29	2496	2505	1942	1963	3886	3	68	174	168	342	5	50	6	48
Norton, - - -	1545	578,670	9	362	454	280	343	468	2	28	18.14	31. 7	49.21	-	9	5	4
Pawtucket, - -	2184	539,689	10	793	630	563	447	1045	16	17	51	28.21	79.21	2	11	2	11
Raynham, - -	1329	264,412	7	326	394	231	301	361	28	40	19.21	19.21	39.14	-	7	5	2
Rehoboth, - -	2169	482,043	15	393	495	286	395	498	20	63	40. 7	39.21	80	-	12	12	2
Seekonk, - -	1996	401,433	13	365	476	270	380	481	27	30	42.21	43.14	86. 7	-	11	8	5
Somerset, - -	1005	231,952	5	109	278	64	215	254	1	24	9	19	28	-	2	5	-
Swanzey, - -	1484	359,889	11	175	367	127	297	302	12	47	17. 7	29. 7	46.14	-	5	10	1
Taunton, - -	7645	2,260,401 80	34	1425	1644	966	1171	2482	38	119	105	103	208	1	28	24	11
Westport, - -	2820	658,355 40	20	588	658	404	530	672	13	21	77. 7	68.14	145.21	2	17	16	4
Total, - -	60,165	19,493,685 84	299	13,336	15,071	9183	10,922	18,644	260	755	3.16	3.19	7. 7	20	282	178	161

BRISTOL COUNTY—*Continued.*

TOWNS.	MALES.		FEMALES.														
	Average wages paid per month, including value of board.	Average value of board per month.	Average wages paid per month, including value of board.	Average value of board per month.	Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board, and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	No. of unincorp. Academies, Private Schools and Schools kept to prolong Com. Schools	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	Am't of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
Attleborough, -	$25 74	$6 82	$14 97	$5 74	$2100 82	$194 00	-	-	-	-	13	50	205	$1000 00	$11,750 00	$700 00	-
Berkley, - -	25 50	7 50	12 83	4 33	500	65 00	-	-	-	-	2	4.21	40	62 00	-	-	-
Dartmouth, -	24 32	6 63	13 87	4 98	2500	879 56	-	-	-	-	24	40.21	47	791 00	-	-	-
Dighton, - -	26 85	7 89	14 18	5 83	1200	252 20	-	-	-	-	-	-	-	-	-	-	$170 50
Easton, - - -	29 15	7 59	14 97	5 34	1200	-	-	-	-	-	7	18	198	238 00	-	-	-
Fairhaven, - -	30 48	9 22	14 09	5 66	4500	175 00	-	-	-	-	8	45.21	187	1471 32	-	-	-
Fall River, - -	44 16	9 73	18 19	5 98	7500	-	-	-	-	-	10	106	263	2815 00	-	-	-
Freetown, - -	25 88	7 38	12 80	5 00	1000	10 00	-	-	-	-	3	10	51	70 00	-	-	-
Mansfield, - -	24 50	7 50	15 03	5 91	806	-	-	-	-	-	2	11.14	60	475 00	1000 00	60 00	-
New Bedford, -	65 61	15 64	17 52	7 47	15,339 89	-	1	11	64	$2240 00	20	185.14	430	4946 00	-	-	-
Norton, - - -	28 00	6 80	14 80	5 72	1199	-	1	10	25	500 00	2	6 00	49	54 00	-	-	-
Pawtucket, - -	45 00	10 50	14 61	6 86	2600	-	-	-	-	-	3	12 00	67	180 00	-	-	-
Raynham, - -	27 67	7 07	12 74	5 17	700	-	-	-	-	-	3	9. 7	46	43 97	-	-	-
Rehoboth, - -	22 60	6 04	13 38	5 43	900	250 00	-	-	-	-	-	-	-	-	375 00	22 00	89 02
Seekonk, - -	28 50	9 00	15 31	5 06	1100	243 00	-	-	-	-	1	11.14	40	600 00	4400 00	242 00	-
Somerset, - -	27 60	8 60	14 00	6 00	600	87 00	-	-	-	-	3	7	104	96 00	-	-	-
Swanzey, - -	23 38	6 00	13 82	6 00	620	288 06	-	-	-	-	7	9	193	244 50	-	-	-
Taunton, - -	29 18	8 24	13 79	5 37	5000	50 00	1	11	100	1410 00	12	70	250	1700 00	-	-	-
Westport, - -	26 23	7 39	11 79	4 29	1784 18	500 00	-	-	-	-	2	7.14	55	80 00	-	-	-
Total, - -	30 54	8 19	14 35	5 59	51,149 89	2993 82	3	32	189	4150 00	122	604.14	2285	14,866 79	17,525 00	1024 00	259 52

PLYMOUTH COUNTY.

TOWNS.	Population.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who attend School.	No. over 16 years of age who attend School.	Aggregate Length of the Schools.			Number of Teachers.			
														Summer.		Winter.	
				In Summer.	In Winter.	In Summer.	In Winter.				Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	Males.	Females	Males.	Females.
Abington, - -	3214	$491,876 00	12	898	757	651	577	1115	22	16	67. 7	27. 7	94.14	1	14	8	3
Bridgewater, -	2131	528,600	13	463	525	325	399	560	9	24	55.14	44. 7	99.21	-	13	6	7
Carver, - - -	995	192,694	7	243	251	179	188	312	9	16	22	17. 7	39. 7	-	6	4	2
Duxbury, - -	2798	713,667	12	489	579	383	463	690	19	13	61. 7	48.21	110	-	12	10	4
E. Bridgewater,	1950	343,493	10	473	520	393	425	538	-	12	35. 7	23.21	59	-	9	8	4
Halifax, - -	734	150,133	5	164	160	134	126	188	9	12	15.14	17. 7	32.21	-	5	3	2
Hanover, - -	1488	321,187	8	364	389	256	303	437	20	15	40. 7	19.21	60	-	9	5	3
Hanson, - -	1040	234,420	9	246	221	191	170	297	8	8	32. 7	16	48. 7	-	10	5	2
Hingham, - -	3564	812,613	10	607	670	431	476	849	-	-	62	55	117	4	6	5	5
Hull, - - -	231	58,124	1	47	44	37	38	60	6	1	6	3	9	-	1	1	-
Kingston, - -	1440	398,488	7	300	349	229	267	330	12	17	29. 7	26.21	56	-	7	6	1
Marshfield, -	1761	448,473	9	373	447	287	325	482	6	28	39.14	32	71.14	-	9	6	4
Middleborough,	5085	1,042,357	37	1069	1214	802	953	1290	27	66	146. 7	119.14	265.21	-	37	31	6
N. Bridgewater,	2616	423,514	15	620	734	468	590	817	15	38	56. 3	46. 4	102. 7	-	15	12	4
Pembroke, - -	1258	302,260	8	261	319	196	254	338	8	37	36	26	62	-	8	6	2
Plymouth, - -	5281	1,598,880	35	1320	1261	913	965	1525	33	21	186	119.21	305.21	3	33	11	25
Plympton, - -	834	174,124	6	189	199	138	165	204	7	11	24	19	43	-	6	5	1
Rochester, - -	3864	750,693	24	429	930	332	749	1274	29	59	41	73. 7	114. 7	-	14	18	6
Scituate, - -	3886	899,380	21	859	957	644	781	993	22	34	102	70	172	1	20	15	6
Wareham, - -	2002	518,290	13	402	517	307	414	757	4	15	39.21	37.14	77. 7	-	10	5	7
W. Bridgewater,	1201	291,453	7	244	290	179	243	335	7	29	18.21	18.21	37.14	-	6	5	2
Total, - -	47,373	10,694,719 00	269	10,060	11,333	7475	8871	13,391	272	472	4. 4	3. 6	7.10	9	250	175	96

PLYMOUTH COUNTY—*Continued.*

TOWNS.	Males.		Females.		Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board, and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	No. of unincorp. Academies, Private Schools and Schools kept to prolong Com Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	Am't of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per month, including value of board.	Average value of board per month.	Average wages paid per month, including value of board.	Average value of board per month.													
Abington, - -	$36 44	$9 32	$16 89	$6 15	$2500 00	-	-	-	-	-	5	33	119	$761 00	-	-	-
Bridgewater, -	26 50	6 38	14 75	5 65	1600	-	1	11	55	$934 00	3	4.14	61	35 75	$300 00	$18 00	-
Carver, - - -	28 00	8 00	12 34	5 47	450	$250 00	-	-	-	-	-	-	-	-	-	-	-
Duxbury, - -	34 45	9 80	14 54	5 52	2500	-	1	10	50	800 00	1	8	33	325 00	-	-	$245 00
E. Bridgewater,	32 50	8 12	17 00	5 90	1200	-	-	-	-	-	4	16.21	131	625 00	-	-	-
Halifax, - -	27 33	6 33	12 77	5 15	500	25 00	-	-	-	-	1	2.14	30	20 00	-	-	-
Hanover, - -	27 00	7 20	12 58	4 17	1000	-	-	-	-	-	3	17	55	667 00	-	-	-
Hanson, - -	23 38	6 00	11 54	4 46	700	20 00	-	-	-	-	3	3	15	28 00	-	-	-
Hingham, - -	33 33	12 00	16 67	8 00	2886 59	-	1	12	102	1000 00	1	12	50	400 00	9445 09	472 25	-
Hull, - - -	25 00	8 00	14 00	6 00	200	-	-	-	-	-	-	-	-	-	-	-	-
Kingston, - -	37 00	9 67	14 21	5 79	1300	-	-	-	-	-	4	17.14	92	725 10	-	-	-
Marshfield, - -	28 00	6 83	11 82	4 22	1268	-	-	-	-	-	2	1.21	25	19 00	-	-	-
Middleborough,	25 08	6 72	13 00	5 43	4000	547 30	1	11	70	1000 00	2	5	24	50 00	-	-	-
N. Bridgewater,	30 88	7 71	15 32	5 72	1630	-	1	12	52	840 00	6	23.14	155	222 50	295 60	17 73	276 20
Pembroke, - -	26 13	7 13	10 86	4 20	1000	24 00	-	-	-	-	3	8	50	116 00	-	-	-
Plymouth, - -	34 23	8 11	15 71	6 58	6000	577 68	-	-	-	-	10	92	150	1650 00	-	-	-
Plympton, - -	24 52	8 00	12 09	5 14	500	224 12	-	-	-	-	4	3.21	44	22 56	-	-	-
Rochester, - -	28 31	8 08	13 02	5 20	2000	223 00	-	-	-	-	26	105	598	1814 00	-	-	-
Scituate, - -	31 83	8 48	15 49	4 56	3000	31 00	-	-	-	-	1	1	49	56 00	-	-	-
Wareham, - -	31 53	8 80	17 14	6 31	1350	400 00	-	-	-	-	7	35	108	418 60	-	-	-
W. Bridgewater,	29 60	6 80	15 00	5 62	800	-	-	-	-	-	5	12.21	129	198 00	-	-	-
Total, - -	29 57	7 98	14 13	5 49	36,384 59	2322 10	5	56	329	4574 00	91	402	1918	8153 51	10,040 69	507 98	521 20

BARNSTABLE COUNTY.

TOWNS.	Population.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who attend School.	No. over 16 years of age who attend School.	Aggregate Length of the Schools.			Number of Teachers.			
														Summer.		Winter.	
				In Summer.	In Winter.	In Summer.	In Winter.				Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	Males.	Females.	Males.	Females.
Barnstable, -	4301	$785,856 00	21	307	1280	249	1025	1188	5	87	31. 7	59.14	93.21	-	9	17	10
Brewster, - -	1522	211,275	6	275	341	197	262	477	6	33	36	21. 7	57. 7	-	6	4	2
Chatham, - -	2334	285,962	12	469	611	301	417	597	28	96	73.14	37	110.14	-	12	11	1
Dennis, - - -	2912	423,279	14	706	761	475	598	865	-	100	100.21	46. 7	147	2	13	11	5
Eastham, - -	955	127,764	5	220	295	165	247	253	10	68	22. 7	15	37. 7	-	5	4	1
Falmouth, - -	2589	682,998	20	461	542	362	479	687	14	40	68.14	47.14	116	-	17	12	5
Harwich, - -	2930	238,932	16	734	963	480	633	1015	64	56	88.21	44	132.21	-	16	15	2
Orleans, - -	1974	173,335	10	443	585	338	457	534	32	63	40.21	33. 7	74	-	10	9	1
Provincetown, -	2122	423.050	8	463	620	295	521	626	-	43	28	31.14	59.14	-	11	4	8
Sandwich, - -	3719	788.723	23	472	1042	391	808	1190	9	100	45.21	82.14	128. 7	-	13	14	9
Truro, - - -	1920	130,491	11	311	532	258	455	595	-	-	33. 7	26.21	60	-	9	9	2
Wellfleet, - -	2377	159,552	10	536	756	421	627	710	16	75	56.21	30	86.21	-	12	12	2
Yarmouth, - -	2554	465,466	13	516	510	409	414	679	21	60	63.21	32.14	96. 7	-	14	13	1
Total, - -	32,239	4,896,683 00	169	5916	8838	4341	6943	9416	205	821	4. 3	3	7. 3	2	147	135	49

BARNSTABLE COUNTY—*Continued.*

TOWNS.	MALES.		FEMALES.														
	Average wages paid per month, including value of board.	Average value of board per month.	Average wages paid per month, including value of board.	Average value of board per month.	Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board, and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	No. of unincorp. Academies, Private Schools and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	Am't of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
Barnstable, -	$37 56	$9 06	$14 51	$4 98	$3500 00	-	-	-	-	-	20	3	500	$84 00	-	-	-
Brewster, - -	30 00	8 00	12 75	4 19	800	-	-	-	-	-	4	19.14	80	586 72	-	-	-
Chatham, - -	30 55	7 27	11 68	3 77	1000	$718 00	1	11	42	$475 00	12	23	360	347 37	-	-	-
Dennis, - - -	26 54	7 92	11 14	3 94	1200	-	-	-	-	-	15	73	533	1500 00	-	-	-
Eastham, - -	25 38	6 00	11 56	3 39	450	40 00	-	-	-	-	2	4	100	30 00	-	-	$60 00
Falmouth, - -	32 17	7 67	12 65	4 89	1200	403 22	1	11.14	45	668 00	15	32.14	275	425 00	-	-	320 78
Harwich, - -	26 20	7 03	11 64	5 05	1300	1000 00	1	11	40	560 00	1	11	30	330 00	-	-	-
Orleans, - -	26 44	7 11	10 27	2 54	1000	46 50	-	-	-	-	6	12.14	162	191 16	-	-	-
Provincetown, -	40 67	10 00	13 16	5 93	2000	-	-	-	-	-	2	19	105	682 50	-	-	-
Sandwich, - -	33 11	8 61	15 73	5 64	2308	32 00	1	12	25	350 00	16	87	245	1260 00	-	-	350 00
Truro, - - -	25 56	8 00	11 36	4 00	850	-	1	12	40	-	-	-	-	-	-	-	-
Wellfleet, - -	40 08	7 92	14 50	4 79	1000	300 00	-	-	-	-	2	3	30	80 00	$1800 00	$80 00	-
Yarmouth, - -	29 46	8 62	11 87	4 60	1500	-	1	10	25	300 00	14	45	350	700 00	-	-	-
Total, - -	31 06	7 94	12 52	4 44	18,108 00	2539 72	6	67.14	217	2353 00	109	332.14	2770	6216 75	1800 00	80 00	730 78

DUKES COUNTY.

TOWNS.	Population.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No of persons under 4 years of age who attend School.	No. over 16 years of age who attend School.	Aggregate Length of the Schools.			Number of Teachers.			
														Summer.		Winter.	
				In Summer.	In Winter.	In Summer.	In Winter.				Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	Males.	Females.	M	Females.
Chilmark, - -	702	$269,123 00	4	-	155	-	123	174	4	22	7	7	14	-	-	3	1
Edgartown, -	1736	480,607 00	8	280	233	229	174	462	-	8	25	19	44	1	8	4	3
Tisbury, - -	1520	330,613 00	8	140	310	110	205	508	-	18	19. 7	21.21	41	4	5	3	-
Total, - -	3958	1,107,343 00	20	420	698	339	502	1144	4	48	2.16	2.11	4.27	5	13	10	4

NANTUCKET COUNTY.

Nantucket, - -	9012	$6,074,374 00	16	1600	1539	1138	1156	1797	-	24	83	86	169	6	29	6	27
											av. 5. 5	av. 5.11	av. 10.16				

DUKES COUNTY—*Continued.*

TOWNS.	Males.		Females.		Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board, and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	No. of unincorp. Academies, Private Schools and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	Am't of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per month, including value of board.	Average value of board per month.	Average wages paid per month, including value of board.	Average value of board per month.													
Chilmark, - -	$29 33	$7 56	$12 00	$4 00	$400 00	-	-	-	-	-	3	9	40	$60 00	-	-	-
Edgartown, -	32 60	6 60	18 64	4 64	1200 00	-	-	-	-	-	7	50	132	700 00	-	-	-
Tisbury, - -	28 00	7 60	13 00	5 00	975 00	-	1	9	40	$300 00	2	12	50	225 00	-	-	-
Total, - -	29 98	7 25	14 55	4 55	2575 00	-	1	9	40	300 00	12	71	222	985 00	-	-	-

NANTUCKET COUNTY—*Continued.*

Nantucket, - -	$54 17	$14 00	$16 38	$4 97	$9775 37	-	1	12	-	-	13	143	353	$3350 00	-	-	-

RECAPITULATION.

COUNTIES.	Number of towns which have made returns.	Population.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons between 4 and 16 years of age in the counties.	No. of persons under 4 years of age who attend School.	No. over 16 years of age who attend School.	Average length of the Schools.	No. of Teachers, including Summer and Winter terms.		Males.	
					In Summer.	In Winter.	In Summer.	In Winter.				Mos. Days.	Males.	Females.	Average wages paid per month, including value of board.	Average value of board per month.
Suffolk, - - -	3	95,773	$110,000,000 00	202	19,748	19,742	15,457	15,532	27,041	-	98	11.22	129	556	$68 67	$12 56
Essex, - - -	29	94,987	31,110,204 00	354	20,419	20,747	15,705	16,539	28,833	248	936	9.13	259	532	33 17	9 12
Middlesex, - -	48	106,611	37,592,082 00	485	28,461	30,339	19,898	22,612	32,077	527	1636	8. 6	342	776	34 79	9 47
Worcester, - -	55	95,313	29,804,316 00	605	22,023	27,211	17,236	22,072	28,191	984	2443	5.21	394	837	27 14	7 28
Hampshire, -	23	30,897	7,298,351 00	224	6,400	7,747	5,051	6,402	8,206	172	510	6.18	135	317	22 54	6 17
Hampden, - -	18	37,366	10,188,423 71	235	8,411	9,976	6,030	7,513	10,596	205	452	7.18	143	354	22 02	6 79
Franklin, - -	26	28,812	6,548,694 00	250	6,352	8,154	5,068	6,752	7,893	248	651	5.26	136	361	20 61	5 89
Berkshire, - -	31	41,680	9,546,926 76	280	9,024	9,946	6,438	7,165	11,790	286	639	7.12	184	344	21 49	6 77
Norfolk, - -	22	53,140	15,522,527 00	245	12,962	13,659	9,687	10,897	15,417	245	492	8.22	156	375	37 01	9 89
Bristol, - - -	19	60,165	19,493,685 84	299	13,336	15,071	9,183	10,922	18,644	260	755	7. 7	198	443	30 54	8 19
Plymouth, - -	21	47,373	10,694,719 00	269	10,060	11,333	7,475	8,871	13,391	272	472	7.10	184	346	29 57	7 98
Barnstable, -	13	32,548	4,896,683 00	169	5,916	8,838	4,341	6,943	9,416	205	821	7. 3	137	196	31 06	7 94
Dukes County,	3	3,958	1,107,343 00	20	420	698	339	502	1,144	4	48	4.27	15	17	29 98	7 25
Nantucket, -	1	9,012	6,074,374 00	16	1,600	1,539	1,138	1,156	1,797	-	24	10.16	12	56	54 17	14 00
Total, - -	313	737,700	299,878,329 31	3653	165,132	185,000	123,046	143,878	214,436	3656	9977	7.22	2424	5510	33 05	8 52

RECAPITULATION—*Continued.*

COUNTIES.	FEMALES.														
	Average wages paid per month, including value of board.	Average value of board per month.	Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board, and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	No. of unincorp. Academies, Private Schools and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for tuition.	Am't of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
Suffolk, - - -	$20 97	$8 11	$215,760 91	-	-	-	-	-	91	1091	2905	$103,350 00	$8,000 00	$450 00	-
Essex, - - -	12 76	5 58	80,135 50	$40 00	9	96	642	$12,521 00	180	1563. 7	4901	28,790 76	89,700 64	4,702 33	$553 20
Middlesex, - -	14 45	6 15	127,203 13	139 58	12	119.14	459	12,598 26	103	626	2291	21,584 85	16,328 59	977 81	373 64
Worcester, -	13 21	5 43	72,424 20	821 12	5	52	441	4,445 00	146	514. 7	4156	14,031 77	12,939 57	776 46	374 49
Hampshire, -	12 38	5 39	19,470 00	4,816 25	7	62	592	7,747 00	43	124	1076	2,899 58	5,455 67	346 42	641 98
Hampden, - -	12 38	5 68	25,399 00	6,029 49	4	37.14	443	5,010 00	29	173.14	665	4,457 00	55,767 40	3,908 82	273 94
Franklin, - -	11 51	4 82	16,473 53	5,342 27	6	88. 7	216	2,835 00	29	87	651	1,668 15	3,608 89	285 20	224 00
Berkshire, - -	11 92	5 65	20,879 96	10,845 25	5	50	198	3,455 54	46	282	1138	12,736 84	32,850 68	1,972 89	220 41
Norfolk, - -	16 25	6 28	59,204 37	5 00	3	25	96	1,319 45	82	66.21	1885	22,757 59	109,446 60	6,612 97	695 72
Bristol, - - -	14 35	5 59	51,149 89	2,993 82	3	32	189	4,150 00	122	604.14	2285	14,866 79	17,525 00	1,024 00	259 52
Plymouth, - -	14 13	5 49	36,384 59	2,322 10	5	56	329	4,574 00	91	402	1918	8,153 51	10,040 69	507 98	521 20
Barnstable, -	12 52	4 44	18,108 00	2,539 72	6	67.14	217	2,353 00	109	332.14	2770	6,216 75	1,800 00	80 00	730 78
Dukes County,	14 55	4 55	2,575 00	-	1	9	40	300 00	12	71	222	985 00	-	-	-
Nantucket, - -	16 38	4 97	9,775 37	-	1	12	-	-	13	143	353	3,350 00	-	-	-
Total, - -	14 13	5 58	754,943 45	35,894 60	67	706.21	3862	61,308 25	1096	6080 21	27,216	245,848 59	363,463 73	21,644 88	4868 88

A GRADUATED TABLE, &c.

In preparing the following Table, the Income of the Surplus Revenue, whenever appropriated for the support of the Public Schools, has been added to the amount of money granted by the town and raised by a direct tax;—the former being as really a contribution as the latter, for the education of the children, and, like the latter, being expended for the benefit of all.

The amount voluntarily contributed for board and fuel is not included in the estimate. The considerations pertaining to this item fall under a different head. These contributions depend upon the will of the inhabitants of the several districts; and, of course, they fluctuate with that will. While, in some districts, much may be contributed,—in others, there will be little; and, in others, nothing. So, too, these contributions vary greatly, from year to year, in the same district. Now, as it is obvious that the only *sure* and *permanent* reliance of *all* the children in the town, for an education, is upon the town appropriations, it follows, that those modes of sustaining the schools which do not combine *permanence* and *universality of advantages*, are greatly inferior in value. Still, however, such voluntary contributions modify the town's apparent liberality; and they are therefore exhibited in the Table. They show what amount of money was expended, *in the town*, for Public Schools; but they do not show whether the children of all, or of only a few of the districts, participated in its benefits.

Neither is the Income from Local Funds included in the estimate. These are usually the proceeds of donations which were not made for the purpose of relieving the towns from a pecuniary burden, but for the purpose of increasing the educational advantages of the children;—not to be subtracted from, but added to, what the towns would otherwise grant. No mention, therefore, is made, in this connection, of the Income from Local Funds.

Against the name of each town, at its left hand, is set, not only the No. which indicates its relative liberality, as compared with other towns in the State, in raising money for the support of schools *for the year* 1847–8, but also the No. which indicated its relative standing for the preceding year,—that of 1846–7. It may thus be seen at a glance, in regard to any town, whether it has risen or fallen in the scale of merit, since the last year. For instance, Brookline, which was No. 1 last year, is No. 1 this year; and Somerville, which was No. 10 last year, is No. 3 this year; and so of the rest.

A GRADUATED TABLE,

Showing the Comparative Amount of money appropriated, by the different towns in the State, for the education of each child in the town, between the ages of 4 and 16 years.

For 1846-47.	For 1847-48.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of the Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
1	1	BROOKLINE,	$8 52	$3,000 00	-	-	352	-
2	2	Boston, - - -	8 11	208,560 91	-	-	25,731	-
10	3	Somerville, -	6 24	3,128 67	-	-	501	-
17	4	Dedham, - -	5 92	5,000	-	-	844	-
3	5	Medford, - -	5 76	3,600	-	-	625	-
6	6	Chelsea, - -	5 57	6,200	-	-	1113	-
9	7	Watertown, -	5 54	2,800	-	-	505	-
7	8	Nantucket, - -	5 44	9,775 37	-	-	1797	-
33	9	Concord, - -	5 32	2,500	-	-	470	-
8	10	Lowell, - - -	5 15	31,150	-	-	6089	-
5	11	Brighton, - -	5 15	2,300	-	-	447	-
28	12	Milton, - - -	5 10	2,300	-	-	451	-
11	13	Roxbury, - -	5 10	17,482 37	-	-	2916	-
4	14	North Chelsea,	5 08	1,000	-	-	197	-
13	15	W. Cambridge,	5 04	2,000	-	-	397	-
12	16	Cambridge, -	4 83	15,314 46	-	-	3170	-
20	17	New Braintree,	4 76	800	-	-	168	$37 75
21	18	Worcester, - -	4 71	13,578	-	-	2880	25 00
14	19	Charlestown, -	4 51	15,800	-	-	3500	-
15	20	Dover, - - -	4 50	500	$63 00	$563 00	125	5 00
29	21	Weston, - -	4 41	1,050	-	-	238	-
22	22	South Reading,	4 39	1,800	-	-	410	-
18	23	Dorchester, -	4 37	6,682	-	-	1529	-
39	24	Waltham, - -	4 13	3,000	-	-	726	-
19	25	Boxborough, -	4 08	400	-	-	98	-
23	26	Lexington, - -	4 07	1,600	-	-	393	-
36	27	Salem, - - -	4 06	17,526 75	-	-	4312	-
76	28	Duxbury, - -	3 98	2,500	245 00	2745 00	690	-
16	29	New Bedford, -	3 95	1,199	-	-	468	-
31	30	Kingston, - -	3 94	1,300	-	-	330	-
27	31	Plymouth, - -	3 93	6,000	-	-	1525	577 68
43	32	Newburyport, -	3 90	8,000	-	-	2052	-
37	33	Lincoln, - -	3 87	570	88 50	658 50	170	-
40	34	Sherburne, - -	3 81	925	-	-	243	-
30	35	Billerica, - -	3 75	1,500	-	-	400	-
32	36	Wayland, - -	3 73	900	-	-	241	-
41	37	Littleton, - -	3 72	900	-	-	242	-
38	38	Fairhaven, - -	3 70	4.500	-	-	1215	175 00
48	39	Northampton, -	3 68	4,000	-	-	1087	150 00
24	40	Hatfield, - -	3 65	750	105 00	855 00	234	-
232	41	Heath, - - -	3 63	881	-	-	243	-
52	42	Dighton, - -	3 61	1,200	170 50	1370 50	380	252 20
35	43	Bedford, - -	3 59	800	-	-	223	-
65	44	Woburn, - -	3 53	3,000	-	-	849	-
51	45	Sunderland, -	3 49	600	-	-	172	27 50

For 1846-47.	For 1847-48.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of the Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
50	46	Malden, - - -	$3 46	$3000 00	-	-	866	-
96	47	Paxton, - - -	3 46	600	-	-	173	-
25	48	Carlisle, - -	3 45	500	-	-	145	-
26	49	Springfield, -	3 42	12482	-	-	3647	-
62	50	Hingham, - -	3 40	2886 59	-	-	849	-
46	51	Bolton, - - -	3 35	1008 75	-	-	301	-
45	52	Danvers, - -	3 33	5070	$553 20	$5623 20	1690	-
172	53	Montgomery, -	3 33	300	-	-	90	$170 00
85	54	Hull, - - -	3 33	200	-	-	60	-
	55	Lawrence,* -	3 23	2000	-	-	620	-
99	56	Burlington, -	3 20	300	58 93	358 93	112	-
121	57	Provincetown,	3 19	2000	-	-	626	-
78	58	South Hadley, -	3 17	1000	-	-	315	105 00
204	59	Framingham, -	3 16	3000	-	-	949	-
61	60	Cohasset, - -	3 14	1200	-	-	382	-
44	61	Tyngsborough,	3 13	3000	-	-	726	25 00
97	62	Middleborough,	3 10	4000	-	-	1290	547 30
56	63	Quincy, - -	3 08	3330	-	-	1082	-
49	64	Walpole, - -	3 07	1300	-	-	423	-
67	65	Wilmington, -	3 05	625	-	-	205	-
146	66	Reading, - -	3 04	1800	-	-	593	6 00
69	67	Medway, - -	3 04	1500	-	-	491	-
131	68	Greenfield, -	3 04	1570	-	-	517	350 00
68	69	Wrentham, -	3 03	2000	341 86	2341 86	774	-
55	70	Tewksbury, -	3 03	700	-	-	231	-
60	71	Braintree, - -	3 02	2000	-	-	663	-
63	72	Scituate, - -	3 02	3000	-	-	993	31 00
183	73	Dracut, - - -	3 02	1775	213 71	1988 71	659	22 50
253	74	Methuen, - -	3 00	1500	-	-	500	-
54	75	Sharon, - - -	3 00	600	150 86	750 86	250	-
92	76	Chelmsford, -	3 00	1500	-	-	500	-
91	77	Stoneham, - -	3 00	1000	-	-	333	-
64	78	Longmeadow, -	2 97	1000	-	-	337	222 32
117	79	Foxborough, -	2 96	1200	-	-	405	-
70	80	Pembroke, - -	2 96	1000	-	-	338	24 00
66	81	Petersham, - -	2 96	1200	-	-	406	-
80	82	Shirley, - - -	2 95	700	-	-	237	-
113	83	Barnstable, -	2 95	3500	-	-	1188	-
84	84	Harwich, - -	2 94	1200	-	-	408	10 00
71	85	Canton, - - -	2 94	1600	-	-	544	-
53	86	Dudley, - - -	2 90	1000	-	-	345	-
87	87	Lancaster, - -	2 89	2000	-	-	693	-
75	88	Bridgewater, -	2 86	1600	-	-	560	-
58	89	Bellingham, -	2 81	700	140 00	840 00	299	-
72	90	Barre, - - -	2 80	1800	-	-	644	-
93	91	Acton, - - -	2 78	1000	-	-	359	-
282	92	New Ashford, -	2 78	150	-	-	54	-
144	93	Lynn, - - -	2 75	9000	-	-	3278	-
82	94	N. Brookfield, -	2 75	1200	-	-	437	-
178	95	Greenwich, -	2 75	500	-	-	182	124 00
79	96	Russell, - - -	2 75	250	-	-	91	180 00
95	97	Southborough,	2 73	800	-	-	293	-
192	98	Douglas, - -	2 71	1200	-	-	442	40 00
77	99	Harvard, - -	2 70	1100	-	-	408	-

* A newly-incorporated town.

For 1846-47.	For 1847-48.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of the Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
181	100	Essex,	$2 70	$1000 00	-	-	370	-
47	101	Ashland,	2 69	800	-	-	297	-
74	102	Fall River,	2 69	7500	-	-	2786	-
90	103	Dunstable,	2 68	400	-	-	149	$30 00
124	104	Lunenburg,	2 68	900	-	-	336	-
126	105	Granby,	2 68	850	-	-	317	100 00
173	106	Westhampton,	2 68	450	-	-	168	300 00
245	107	Chester,	2 68	1167	-	-	435	467 00
134	108	Charlton,	2 67	1200	-	-	450	48 00
88	109	Franklin,	2 66	1200	-	-	451	-
59	110	Halifax,	2 66	500	-	-	188	25 00
140	111	Mendon,	2 66	600	$127 49	$727 49	273	8 00
111	112	Sutton,	2 66	1500	-	-	564	-
127	113	Boxford,	2 65	600	-	-	226	-
225	114	Westport,	2 65	1784 18	-	-	672	500 00
105	115	Marshfield,	2 63	1268	-	-	482	-
103	116	Hadley,	2 63	1300	-	-	494	-
57	117	Haverhill,	2 62	3500	-	-	1334	-
81	118	Warwick,	2 62	700	-	-	267	-
100	119	Edgartown,	2 60	1200	-	-	462	-
102	120	Stow,	2 60	700	-	-	269	-
120	121	New Salem,	2 59	900	-	-	348	18 50
73	122	Middlefield,	2 59	400	90 00	490 00	189	460 00
108	123	Newbury,	2 58	2600	-	-	1008	-
240	124	Ludlow,	2 57	700	-	-	272	300 00
89	125	Needham,	2 57	1110	-	-	432	-
129	126	Brookfield,	2 56	1800	-	-	703	25 00
252	127	Norton,	2 56	1199	-	-	468	-
101	128	Holland,	2 56	200	-	-	78	64 00
190	129	Pepperell,	2 54	1000	-	-	393	-
110	130	Enfield,	2 54	700	-	-	276	-
125	131	Warren,	2 54	1000	-	-	393	-
104	132	Phillipston,	2 54	500	-	-	197	12 00
132	133	Westford,	2 53	1000	-	-	396	-
198	134	Marblehead,	2 53	4000	-	-	1582	-
109	135	Ashby,	2 52	800	-	-	318	-
184	136	Shrewsbury,	2 51	900	-	-	358	-
223	137	Oxford,	2 51	1400	-	-	558	32 00
136	138	Sheffield,	2 49	1875	-	-	752	500 00
229	139	Montague,	2 49	696	171 00	867 00	348	326 80
114	140	Pawtucket,	2 49	2600	-	-	1045	-
83	141	Groton,	2 48	1600	-	-	645	-
112	142	Rutland,	2 47	800	-	-	324	12 00
115	143	Lynnfield,	2 45	500	-	-	204	-
158	144	Plympton,	2 45	500	-	-	204	224 12
169	145	Wales,	2 44	400	-	-	164	54 00
152	146	Brimfield,	2 44	950	-	-	390	236 00
106	147	Holliston,	2 42	1200	50 50	1250 50	501	-
107	148	Middleton,	2 42	500	-	-	207	-
42	149	Newton,	2 41	3125	-	-	1299	-
147	150	Northborough,	2 40	800	-	-	333	-
179	151	Rowe,	2 40	400	-	-	167	164 00
116	152	W.Bridgewater	2 39	800	-	-	335	-

For 1846-47.	For 1847-48.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of the Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
139	153	Webster, - -	$2 38	$1200 00	-	-	505	-
122	154	Sterling, - -	2 37	1100	-	-	465	-
119	155	Saugus, - - -	2 37	840	-	-	354	$40 00
194	156	Amesbury, - -	2 36	1500	-	-	636	-
186	157	Manchester, -	2 36	1000	-	-	424	-
153	158	Hanson, - -	2 36	700	-	-	297	20 00
133	159	Somerset, - -	2 36	600	-	-	254	87 00
176	160	Northfield, - -	2 36	1000	-	-	424	50 00
118	161	Athol, - - -	2 35	1200	-	-	511	-
167	162	Rowley, - -	2 33	500	-	-	215	-
138	163	N. Bridgewater,	2 33	1630	$276 20	$1906 20	817	-
110	164	Goshen, - - -	2 31	300	-	-	130	100 00
260	165	Whately, - -	2 31	650	-	-	281	75 75
143	166	Chilmark, - -	2 30	400	-	-	174	-
148	167	West Newbury,	2 30	1000	-	-	434	-
128	168	Winchendon, -	2 29	1200	-	-	524	-
98	169	Seekonk, - -	2 29	1100	-	-	481	243 00
160	170	Ipswich, - -	2 29	1800	-	-	787	-
156	171	Hanover, - -	2 29	1000	-	-	437	-
123	172	Leominster, -	2 27	1200	-	-	528	-
142	173	Auburn, - -	2 27	500	-	-	220	-
170	174	Weymouth, -	2 27	2500	-	-	1103	-
154	175	Beverly, - -	2 27	3000	-	-	1322	-
177	176	Plainfield, - -	2 26	520	-	-	230	327 00
239	177	Westborough, -	2 26	950	-	-	421	-
212	178	Dartmouth, -	2 25	2500	-	-	1113	879 56
185	179	Leicester, - -	2 24	1160	-	-	518	-
202	180	Freetown, - -	2 24	1000	-	-	446	10 00
149	181	Gloucester, -	2 24	4500	-	-	2005	-
150	182	Abington, - -	2 24	2500	-	-	1115	-
159	183	Milford, - - -	2 23	1400	-	-	627	25 37
227	184	Uxbridge, - -	2 23	1200	247 00	1447 00	650	-
166	185	E. Bridgewater,	2 23	1200	-	-	538	-
180	186	Sandwich, - -	2 23	2308	350 00	2658 00	1190	32 00
164	187	Shelburne, - -	2 22	700	-	-	316	315 25
213	188	Stoughton, - -	2 21	1600	-	-	725	-
196	189	Falmouth, - -	2 21	1200	320 78	1520 78	687	403 22
165	190	Yarmouth, - -	2 21	1500	-	-	679	-
208	191	Fitchburg, - -	2 20	2400	-	-	1045	-
94	192	Oakham, - -	2 20	600	-	-	273	-
161	193	Attleborough, -	2 18	2100 82	-	-	964	194 00
137	194	Pittsfield, - -	2 17	2363	-	-	1082	140 00
86	195	Becket, - - -	2 16	600	-	-	278	566 00
271	196	Upton, - - -	2 16	900	-	-	416	-
258	197	Hamilton, - -	2 16	500	-	-	232	-
141	198	Boylston, - -	2 15	500	-	-	233	51 00
217	199	Amherst, - -	2 14	1500	-	-	700	-
275	200	Ware, - - -	2 14	1600	-	-	747	243 00
189	201	Royalston, - -	2 14	1000	-	-	468	-
207	202	Spencer, - -	2 13	1000	-	-	470	-
276	203	Alford, - - -	2 12	250	-	-	118	234 00
224	204	Monson, - -	2 12	1200	-	-	565	300 00
280	205	Northbridge, -	2 12	1000	-	-	472	63 00
155	206	Medfield, - -	2 12	400	-	-	189	-

For 1846-47.	For 1847-48.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of the Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
200	207	Topsfield, - -	$2 12	$600 00	-	-	283	-
187	208	Salisbury, - -	2 12	1500	-	-	708	-
201	209	Townsend, - -	2 12	1000	-	-	472	$46 08
310	210	Prescott, - -	2 11	350	-	-	166	180 00
209	211	Westminster, -	2 11	1000	-	-	475	30 00
262	212	Georgetown, -	2 10	1000	-	-	476	-
195	213	Grafton, - -	2 08	1887 42	-	-	908	-
246	214	Hopkinton, - -	2 07	1000	-	-	483	-
199	215	Bradford, - -	2 06	1398 75	-	-	678	-
241	216	Swanzey, - -	2 05	620	-	-	302	288 06
231	217	Belchertown, -	2 05	1400	-	-	684	229 25
236	218	Easthampton, -	2 05	450	-	-	220	358 00
291	219	Lenox, - - -	2 04	700	-	-	344	450 00
163	220	Berlin, - - -	2 04	450	-	-	221	-
238	221	Sudbury, - -	2 04	740	-	-	363	-
222	222	Peru, - - -	2 03	300	-	-	148	136 00
175	223	Berkley, - -	2 03	500	-	-	246	65 00
219	224	Randolph, - -	2 03	2000	-	-	984	-
265	225	Princeton, - -	2 02	840	-	-	416	-
162	226	Eastham, - -	2 02	450	$60 00	$510 00	253	40 00
182	227	Blackstone, -	2 01	1500	-	-	748	30 00
174	228	Taunton, - -	2 01	5000	-	-	2482	50 00
203	229	Andover, - -	2 01	3500	-	-	1743	-
215	230	Southampton, -	2 01	400	150 00	550 00	273	261 00
269	231	W. Stockbrid'e,	2 00	600	153 00	753 00	377	357 50
220	232	Mansfield, - -	2 00	806	-	-	403	-
221	233	Deerfield, - -	2 00	978	-	-	489	550 00
200	234	West Boylston,	2 00	800	-	-	401	-
216	235	Rehoboth, - -	1 99	900	89 02	989 02	498	250 00
244	236	Gardner, - -	1 99	800	-	-	403	-
309	237	Adams, - - -	1 98	2707 66	-	-	1366	909 00
	238	Monterey,* -	1 98	300	67 41	367 41	186	454 25
228	239	Charlemont, -	1 98	600	-	-	303	200 00
237	240	Williamsburg,	1 98	700	-	-	354	450 00
273	241	Wenham, - -	1 98	500	-	-	253	-
193	242	Templeton, -	1 97	1000	-	-	508	-
151	243	Marlborough, -	1 97	1300	-	-	660	10 00
234	244	Dalton, - - -	1 95	500	-	-	256	130 00
226	245	Millbury, - -	1 95	1250	-	-	640	-
230	246	Worthington, -	1 94	500	146 98	646 98	333	584 00
197	247	Raynham, - -	1 94	700	-	-	361	-
255	248	Windsor, - -	1 92	400	-	-	208	322 00
233	249	Egremont, - -	1 92	500	-	-	261	-
247	250	Tisbury, - -	1 92	975	-	-	508	-
191	251	Wilbraham, -	1 91	800	246 70	1046 70	547	696 25
278	252	Norwich, - -	1 91	400	-	-	209	250 00
145	253	Hubbardston, -	1 90	1000	-	-	525	19 00
268	254	Gill, - - - -	1 89	400	-	-	212	211 50
251	255	Dana, - - -	1 89	400	-	-	212	58 00
188	256	Cummington, -	1 88	500	150 00	650 00	346	125 00
218	257	Natick, - - -	1 87	900	-	-	482	-
211	258	Easton, - - -	1 87	1200	-	-	642	-
254	259	Coleraine, - -	1 87	1000	-	-	536	800 00

* A newly-incorporated town.

For 1846-47.	For 1847-48.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of the Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
249	260	Orleans, - -	$1 87	$1000 00	-	-	534	$46 50
214	261	Holden, - -	1 86	1000	-	-	538	30 00
270	262	Westfield, - -	1 84	1800	-	-	979	1000 00
261	263	Ashburnham, -	1 84	900	-	-	489	-
248	264	Sturbridge, -	1 81	1000	-	-	554	112 00
205	265	Tolland, - -	1 80	250	$27 24	$277 24	154	250 00
279	266	Wareham, - -	1 78	1350	-	-	757	400 00
263	267	Conway, - -	1 77	775	-	-	439	628 50
296	268	Lee, - - - -	1 76	1180	-	-	671	400 00
242	269	Otis, - - - -	1 75	500	-	-	285	447 50
277	270	Shutesbury, -	1 75	500	-	-	286	90 42
286	271	W. Springfield,	1 74	1500	-	-	860	650 00
264	272	Orange, - -	1 74	800	-	-	461	16 00
267	273	Chesterfield, -	1 74	500	-	-	282	405 00
281	274	Hinsdale, - -	1 73	500	-	-	289	428 50
283	275	Ashfield, - -	1 73	700	-	-	404	400 00
284	276	Bernardston, -	1 72	450	-	-	261	293 00
259	277	Stockbridge, -	1 71	1000	-	-	585	281 00
256	278	Hawley, - -	1 71	500	-	-	293	287 00
304	279	Lanesborough,	1 68	500	-	-	298	324 00
288	280	Richmond, - -	1 68	300	-	-	179	-
250	281	Brewster, - -	1 68	800	-	-	477	-
130	282	Chatham, - -	1 68	1000	-	-	597	718 00
266	283	Southbridge, -	1 67	1200	-	-	720	100 00
171	284	Erving, - - -	1 64	150	53 00	203 00	124	-
299	285	Tyringham, -	1 63	338 05	-	-	208	249 00
34	286	Leyden, - -	1 63	300	-	-	184	278 00
135	287	Cheshire, - -	1 62	400	-	-	247	302 00
235	288	New Marlboro',	1 60	700	-	-	438	650 00
243	289	Rochester, - -	1 57	2000	-	-	1274	223 00
274	290	Washington, -	1 52	400	-	-	264	373 00
257	291	Blandford, - -	1 52	600	-	-	395	400 00
297	292	Wendell, - -	1 52	300	-	-	197	89 30
292	293	Granville, - -	1 52	600	-	-	395	329 20
306	294	Buckland, - -	1 50	402	-	-	268	-
305	295	Leverett, - -	1 50	402	-	-	268	135 75
168	296	Sandisfield, -	1 49	600	-	-	402	702 00
294	297	Pelham, - - -	1 48	400	-	-	270	65 00
293	298	Carver, - - -	1 44	450	-	-	312	250 00
308	299	Mt. Washing'n,	1 44	160	-	-	111	170 00
301	300	Truro, - - -	1 43	850	-	-	595	-
302	301	Florida, - - -	1 43	200	-	-	140	154 50
272	302	Palmer, - - -	1 43	1200	-	-	841	159 22
287	303	Wellfleet, - -	1 41	1000	-	-	710	300 00
157	304	Monroe, - -	1 41	119 53	-	-	85	35 00
295	305	Dennis, - - -	1 39	1200	-	-	865	-
289	306	Rockport, - -	1 33	1200	-	-	900	-
298	307	Gt. Barrington,	1 32	1100	-	-	831	700 00
300	308	Clarksburg, -	1 31	200	-	-	153	230 00
285	309	Harwich, - -	1 28	1300	-	-	1015	1000 00
290	310	Hancock, - -	1 27	300	-	-	237	335 00
307	311	Savoy, - - -	1 25	356 25	-	-	285	300 00
303	312	Williamstown,	1 22	900	-	-	737	600 00
311	313	Southwick, - -	-	-			356	551 50

GRADUATED TABLES,

Showing the Comparative Amount of money appropriated by the different towns in each of the Counties in the State, for the education of each child in the town, between the ages of 4 and 16 years.

SUFFOLK COUNTY.

For 1846-47.	For 1847-48.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of the Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
1	1	BOSTON, - -	$8 11	$208,560 91	-	-	25,731	-
3	2	Chelsea, - -	5 57	6,200	-	-	1,113	-
2	3	North Chelsea, -	5 08	1,000	-	-	197	-

ESSEX COUNTY.

1	1	SALEM, - -	4 06	17,526 75	-	-	4312	-
2	2	Newburyport, -	3 90	8000	-	-	2052	-
3	3	Danvers, - -	3 33	5070	553 20	5623 20	1690	-
	4	Lawrence,* -	3 23	2000	-	-	620	-
24	5	Methuen, - -	3 00	1500	-	-	500	-
10	6	Lynn, - -	2 75	9000	-	-	3278	-
16	7	Essex, - -	2 70	1000	-	-	370	-
9	8	Boxford, - -	2 65	600	-	-	226	-
4	9	Haverhill, - -	2 62	3500	-	-	1334	-
6	10	Newbury, - -	2 58	2600	-	-	1008	-
20	11	Marblehead, -	2 53	4000	-	-	1582	-
7	12	Lynnfield, - -	2 45	500	-	-	204	-
5	13	Middleton, - -	2 42	500	-	-	207	-
8	14	Saugus, - -	2 37	840	-	-	354	40 00
17	15	Manchester, -	2 36	1000	-	-	424	-
19	16	Amesbury, - -	2 36	1500	-	-	636	-
15	17	Rowley, - -	2 33	500	-	-	215	-
11	18	West Newbury, -	2 30	1000	-	-	434	-
14	19	Ipswich, - -	2 29	1800	-	-	787	-
13	20	Beverly, - -	2 27	3000	-	-	1322	-
12	21	Gloucester, -	2 24	4500	-	-	2005	-
25	22	Hamilton, - -	2 16	500	-	-	232	-
23	23	Topsfield, - -	2 12	600	-	-	283	-
18	24	Salisbury, - -	2 12	1500	-	-	708	-
26	25	Georgetown, -	2 10	1000	-	-	476	-
21	26	Bradford, - -	2 06	1398 75	-	-	678	-
22	27	Andover, - -	2 01	3500	-	-	1743	-
27	28	Wenham, - -	1 98	500	-	-	253	-
28	29	Rockport, - -	1 33	1200	-	-	900	-

* A newly-incorporated town.

MIDDLESEX COUNTY.

For 1846-47.	For 1847-48.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of the Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
5	1	SOMERVILLE,	$6 24	$3128 67	-	-	501	-
1	2	Medford, - -	5 76	3600	-	-	625	-
4	3	Watertown, -	5 54	2800	-	-	505	-
16	4	Concord, - -	5 32	2500	-	-	470	-
3	5	Lowell, - -	5 15	31,150	-	-	6089	-
2	6	Brighton, - -	5 15	2300	-	-	447	-
7	7	West Cambridge,	5 04	2000	-	-	397	-
6	8	Cambridge,	4 83	15,314 46	-	-	3170	-
8	9	Charlestown, -	4 51	15,800	-	-	3500	-
13	10	Weston, - -	4 41	1050	-	-	238	-
10	11	South Reading, -	4 39	1800	-	-	410	-
19	12	Waltham, - -	4 13	3000	-	-	726	-
9	13	Boxborough, -	4 08	400	-	-	98	-
11	14	Lexington, - -	4 07	1600	-	-	393	-
18	15	Lincoln, - -	3 87	570	$88 50	$658 50	170	-
20	16	Sherburne, - -	3 81	925	-	-	243	-
14	17	Billerica, - -	3 75	1500	-	-	400	-
15	18	Wayland, - -	3 73	900	-	-	241	-
21	19	Littleton, - -	3 72	900	-	-	242	-
17	20	Bedford, - -	3 59	800	-	-	223	-
27	21	Woburn, - -	3 53	3000	-	-	849	-
25	22	Malden, - -	3 46	3000	-	-	866	-
12	23	Carlisle, - -	3 45	500	-	-	145	-
35	24	Burlington, -	3 20	300	58 93	358 93	112	-
45	25	Framingham, -	3 16	3000	-	-	949	-
23	26	Tyngsborough, -	3 13	3000	-	-	726	$25 00
28	27	Wilmington, -	3 05	625	-	-	205	-
40	28	Reading, - -	3 04	1800	-	-	593	6 00
26	29	Tewksbury, -	3 03	700	-	-	231	-
42	30	Dracut, - -	3 02	1775	213 71	1988 71	659	22 50
33	31	Chelmsford, -	3 00	1500	-	-	500	-
32	32	Stoneham, - -	3 00	1000	-	-	333	-
29	33	Shirley, - -	2 95	700	-	-	237	-
34	34	Acton, - -	2 78	1000	-	-	359	-
24	35	Ashland, - -	2 69	800	-	-	297	-
31	36	Dunstable, - -	2 68	400	-	-	149	30 00
36	37	Stow, - - -	2 60	700	-	-	269	-
43	38	Pepperell, - -	2 54	1000	-	-	393	-
39	39	Westford, - -	2 53	1000	-	-	396	-
38	40	Ashby, - -	2 52	800	-	-	318	-
30	41	Groton, - -	2 48	1600	-	-	645	-
37	42	Holliston, - -	2 42	1200	12 50	1212 50	501	-
22	43	Newton, - -	2 41	3125	-	-	1299	-
44	44	Townsend, - -	2 12	1000	-	-	472	46 08
48	45	Hopkinton, - -	2 07	1000	-	-	483	-
47	46	Sudbury, - -	2 04	740	-	-	363	-
41	47	Marlborough, -	1 97	1300	-	-	660	10 00
46	48	Natick, - -	1 87	900	-	-	482	-

WORCESTER COUNTY.

For 1846-47.	For 1847-48.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of the Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
1	1	N. BRAINTREE,	$4 76	$800 00	-	-	168	$37 75
3	2	Worcester, - -	4 71	13,578	-	-	2880	25 00
13	3	Paxton, - -	3 46	600	-	-	173	-
3	4	Bolton, - -	3 35	1008 78	-	-	301	-
5	5	Petersham, - -	2 96	1200	-	-	406	-
9	6	Hardwick, - -	2 94	1200	-	-	408	10 00
4	7	Dudley, - -	2 90	1000	-	-	345	-
10	8	Lancaster, - -	2 89	2000	-	-	693	-
6	9	Barre, - -	2 80	1800	-	-	644	-
8	10	North Brookfield,	2 75	1200	-	-	437	-
12	11	Southborough, -	2 73	800	-	-	293	-
37	12	Douglas, - -	2 71	1200	-	-	442	40 00
7	13	Harvard, - -	2 70	1100	-	-	408	-
20	14	Lunenburg, -	2 68	900	-	-	336	-
24	15	Charlton, - -	2 67	1200	-	-	450	48 00
26	16	Mendon, - -	2 66	600	$127 49	$727 49	273	8 00
15	17	Sutton, - -	2 66	1500	-	-	564	-
23	18	Brookfield, - -	2 56	1800	-	-	703	25 00
21	19	Warren, - -	2 54	1000	-	-	393	53 00
14	20	Phillipston, -	2 54	500	-	-	197	12 00
34	21	Shrewsbury, -	2 51	900	-	-	358	-
45	22	Oxford, - -	2 51	1400	-	-	558	32 00
16	23	Rutland, - -	2 47	800	-	-	324	12 00
30	24	Northborough, -	2 40	800	-	-	333	-
25	25	Webster, - -	2 38	1200	-	-	505	-
19	26	Sterling, - -	2 37	1100	-	-	465	-
17	27	Athol, - -	2 35	1200	-	-	511	-
22	28	Winchendon, -	2 29	1200	-	-	524	-
18	29	Leominster, -	2 27	1200	-	-	528	-
28	30	Auburn, - -	2 27	500	-	-	220	-
48	31	Westborough, -	2 26	950	-	-	421	-
35	32	Leicester, - -	2 24	1100	-	-	518	-
31	33	Milford, - -	2 23	1400	-	-	627	25 37
47	34	Uxbridge, - -	2 23	1200	247 00	1447 00	650	-
42	35	Fitchburg, - -	2 20	2400	-	-	1045	-
11	36	Oakham, - -	2 20	600	-	-	273	-
55	37	Upton, - -	2 16	900	-	-	416	-
27	38	Boylston, - -	2 15	500	-	-	233	51 00
36	39	Royalston, - -	2 14	1000	-	-	468	-
41	40	Spencer, - -	2 13	1000	-	-	470	-
56	41	Northbridge, -	2 12	1000	-	-	472	63 00
43	42	Westminster, -	2 11	1000	-	-	475	30 00
39	43	Grafton, - -	2 08	1887 42	-	-	908	-
32	44	Berlin, - -	2 01	450	-	-	221	-
53	45	Princeton, - -	2 02	840	-	-	416	-
33	46	Blackstone, -	2 01	1500	-	-	748	30 00
40	47	West Boylston, -	2 00	800	-	-	401	-
49	48	Gardner, - -	1 99	800	-	-	403	-
38	49	Templeton, -	1 97	1000	-	-	508	-
46	50	Millbury, - -	1 95	1250	-	-	640	-
29	51	Hubbardston, -	1 90	1000	-	-	525	19 00

WORCESTER COUNTY—Continued.

For 1846-47.	For 1847-48.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of the Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
51	52	Dana, - -	$1 89	$400 00	-	-	212	$58 00
44	53	Holden, - -	1 86	1000	-	-	538	30 00
52	54	Ashburnham, -	1 84	900	-	-	489	-
50	55	Sturbridge, -	1 81	1000	-	-	554	112 00
54	56	Southbridge, -	1 67	1200	-	-	720	100 00

HAMPSHIRE COUNTY.

2	1	NORTHAMPT'N,	3 68	4000 00	-	-	1087	150 00
1	2	Hatfield, - -	3 65	750	105 00	855 00	234	-
4	3	South Hadley, -	3 17	1000	-	-	315	105 00
10	4	Greenwich, -	2 75	500	-	-	182	124 00
7	5	Granby, - -	2 68	850	-	-	317	100 00
8	6	Westhampton, -	2 68	450	-	-	168	300 00
5	7	Hadley, - -	2 63	1300	-	-	494	-
3	8	Middlefield, -	2 59	400	90 00	490 00	189	400 00
6	9	Enfield, - -	2 54	700	-	-	276	-
12	10	Goshen, - -	2 31	300	-	-	130	100 00
9	11	Plainfield, - -	2 26	520	-	-	230	327 00
14	12	Amherst, - -	2 14	1500	-	-	700	-
20	13	Ware, - -	2 14	1600	-	-	747	243 00
23	14	Prescott, - -	2 11	350	-	-	166	180 00
16	15	Belchertown, -	2 05	1400	-	-	684	229 25
17	16	Easthampton, -	2 05	450	-	-	220	358 00
13	17	Southampton, -	2 01	400	150 00	550 00	273	261 00
18	18	Williamsburg, -	1 98	700	-	-	354	450 00
15	19	Worthington, -	1 94	500	146 98	646 98	333	581 00
21	20	Norwich, - -	1 91	400	-	-	209	250 00
11	21	Cummington, -	1 88	500	150 00	650 00	346	125 00
19	22	Chesterfield, -	1 74	500	-	-	282	405 00
22	23	Pelham, - -	1 48	400	-	-	270	65 00

HAMPDEN COUNTY.

1	1	SPRINGFIELD,	3 42	12,482 00	-	-	3647	-
7	2	Montgomery, -	3 33	300	-	-	90	170 00
2	3	Longmeadow, -	2 97	1000	-	-	337	222 32
3	4	Russell, - -	2 75	250	-	-	91	180 00
12	5	Chester, - -	2 68	1167	-	-	435	467 00
11	6	Ludlow, - -	2 57	700	-	-	272	300 00
4	7	Holland, - -	2 56	200	-	-	78	64 00
6	8	Wales, - -	2 44	400	-	-	164	54 00
5	9	Brimfield, - -	2 44	950	-	-	390	236 00
10	10	Monson, - -	2 12	1200	-	-	565	300 00
8	11	Wilbraham, -	1 91	800	246 70	1046 70	547	696 25
14	12	Westfield, - -	1 84	1800	-	-	979	1000 00
9	13	Tolland, - -	1 80	250	27 24	277 24	154	250 00
16	14	West Springfield,	1 74	1500	-	-	860	650 00
13	15	Blandford, - -	1 52	600	-	-	395	400 00
17	16	Granville, - -	1 52	600	-	-	395	329 20
15	17	Palmer, - -	1 43	1200	-	-	841	159 22
18	18	Southwick, - -	-	-	-	-	356	551 50

FRANKLIN COUNTY.

For 1846-47.	For 1847-48.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age	Amount raised by taxes for the support of Schools.	Income of the Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
14	1	HEATH, - -	$3 63	$881 00	-	-	243	-
2	2	Sunderland, -	3 49	600	-	-	172	$27 50
5	3	Greenfield, - -	3 04	1570	-	-	517	350 00
3	4	Warwick, - -	2 62	700	-	-	267	-
4	5	New Salem, -	2 59	900	-	-	348	18 50
13	6	Montague, - -	2 49	696	$171 00	$867 00	348	326 80
10	7	Rowe, - -	2 40	400	-	-	167	164 00
9	8	Northfield, - -	2 36	1000	-	-	424	50 00
17	9	Whately, - -	2 31	650	-	-	281	75 75
7	10	Shelburne, - -	2 22	700	-	-	316	315 25
11	11	Deerfield, - -	2 00	978	-	-	489	550 00
12	12	Charlemont, -	1 98	600	-	-	303	200 00
20	13	Gill, - - -	1 89	400	-	-	212	211 50
15	14	Coleraine, - -	1 87	1000	-	-	536	800 00
18	15	Conway, - -	1 77	775	-	-	439	628 50
21	16	Shutesbury, -	1 75	500	-	-	286	90 42
19	17	Orange, - -	1 74	800	-	-	461	16 00
22	18	Ashfield, - -	1 73	700	-	-	404	400 00
23	19	Bernardston, -	1 72	450	-	-	261	293 00
16	20	Hawley, - -	1 71	500	-	-	293	287 00
8	21	Erving, - -	1 64	150	53 00	203 00	124	-
1	22	Leyden, - -	1 63	300	-	-	184	278 00
24	23	Wendell, - -	1 52	300	-	-	197	89 30
26	24	Buckland, - -	1 50	402	-	-	268	-
25	25	Leverett, - -	1 50	402	-	-	268	135 75
6	26	Monroe, - -	1 41	119 53	-	-	85	35 00

BERKSHIRE COUNTY.

17	1	NEW ASHFORD,	2 78	150 00	-	-	54	-
3	2	Sheffield, - -	2 49	1875	-	-	752	500 00
4	3	Pittsfield, - -	2 17	2363	-	-	1082	140 00
1	4	Becket, - -	2 16	600	-	-	278	566 00
15	5	Alford, - -	2 12	250	-	-	118	234 00
20	6	Lenox, - -	2 04	700	-	-	344	450 00
6	7	Peru, - - -	2 03	300	-	-	148	136 00
13	8	West Stockbridge	2 00	600	153 00	753 00	377	357 50
30	9	Adams, - -	1 98	2707 66	-	-	1366	909 00
	10	Monterey,* -	1 98	300	67 41	367 41	186	454 25
8	11	Dalton, - -	1 95	500	-	-	256	130 00
11	12	Windsor, - -	1 92	400	-	-	208	322 00
7	13	Egremont, - -	1 92	500	-	-	261	-
21	14	Lee, - - -	1 76	1180	-	-	671	400 00
10	15	Otis, - - -	1 75	500	-	-	285	447 50
16	16	Hinsdale, - -	1 73	500	-	-	289	428 50
12	17	Stockbridge, -	1 71	1000	-	-	585	281 00
27	18	Lanesborough, -	1 68	500	-	-	298	324 00
18	19	Richmond, -	1 68	300	-	-	179	-
23	20	Tyringham, -	1 63	338 05	-	-	208	249 00
2	21	Cheshire, - -	1 62	400	-	-	247	302 00

* A newly-incorporated town.

BERKSHIRE COUNTY—Continued.

For 1846-47.	For 1847-48.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of the Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
9	22	New Marlboro', -	$1 60	$700 00	-	-	438	$650 00
14	23	Washington, -	1 52	400	-	-	264	373 00
5	24	Sandisfield, -	1 49	600	-	-	402	702 00
29	25	Mt. Washington,	1 44	160	-	-	111	170 00
25	26	Florida, - -	1 43	200	-	-	140	154 50
22	27	Gt. Barrington, -	1 32	1100	-	-	831	700 00
24	28	Clarksburg, -	1 31	200	-	-	153	230 00
19	29	Hancock, - -	1 27	300	-	-	237	335 00
28	30	Savoy, - -	1 25	356 25	-	-	285	300 00
26	31	Williamstown, -	1 22	900	-	-	737	600 00

NORFOLK COUNTY.

1	1	BROOKLINE, -	8 52	3000 00	-	-	352	-
4	2	Dedham, - -	5 92	5000	-	-	844	-
6	3	Milton, - -	5 10	2300	-	-	451	-
2	4	Roxbury, - -	5 10	17,482 37	-	-	2916	-
3	5	Dover, - -	4 50	500	63 00	563 00	125	5 00
5	6	Dorchester, -	4 37	6682	-	-	1529	-
12	7	Cohasset, - -	3 14	1200	-	-	382	-
9	8	Quincy, - -	3 08	3330	-	-	1082	-
7	9	Walpole, - -	3 07	1300	-	-	423	-
14	10	Medway, - -	3 04	1500	-	-	494	-
13	11	Wrentham, -	3 03	2000	341 86	2341 86	774	-
11	12	Braintree, - -	3 02	2000	-	-	663	-
8	13	Sharon, - -	3 00	600	150 86	750 86	250	-
18	14	Foxborough, -	2 96	1200	-	-	405	-
15	15	Canton, - -	2 94	1600	-	-	544	-
10	16	Bellingham, -	2 81	700	140 00	840 00	299	-
16	17	Franklin, - -	2 66	1200	-	-	451	-
17	18	Needham, - -	2 57	1110	-	-	432	-
20	19	Weymouth, -	2 27	2500	-	-	1103	-
21	20	Stoughton, - -	2 21	1600	-	-	725	-
19	21	Medfield, - -	2 12	400	-	-	189	-
22	22	Randolph, - -	2 03	2000	-	-	984	-

BRISTOL COUNTY.

1	1	NEW BEDFORD,	3 95	1199 00	-	-	468	-
2	2	Fairhaven, - -	3 70	4500	-	-	1215	175 00
3	3	Dighton, - -	3 61	1200	170 50	1370 50	380	252 20
4	4	Fall River, - -	2 69	7500	-	-	2786	-
17	5	Westport, - -	2 65	1784 18	-	-	672	500 00
19	6	Norton, - -	2 56	1199	-	-	468	-
6	7	Pawtucket, - -	2 49	2600	-	-	1045	-
7	8	Somerset, - -	2 36	600	-	-	254	87 00
5	9	Seekonk, - -	2 29	1100	-	-	481	243 00
14	10	Dartmouth, - -	2 25	2500	-	-	1113	879 56
12	11	Freetown, - -	2 24	1000	-	-	446	10 00

BRISTOL COUNTY—Continued.

For 1846-47.	For 1847-48.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of the Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
8	12	Attleborough, -	$2 18	$2100 82	-	-	964	$194 00
18	13	Swanzey, - -	2 05	620	-	-	302	288 06
10	14	Berkley, - -	2 03	500	-	-	246	65 00
9	15	Taunton, - -	2 01	5000	-	-	2482	50 00
16	16	Mansfield, - -	2 00	806	-	-	403	-
15	17	Rehoboth, - -	1 99	900	$89 02	$989 02	498	250 00
11	18	Raynham, - -	1 94	700	-	-	361	-
13	19	Easton, - -	1 87	1200	-	-	642	-

PLYMOUTH COUNTY.

8	1	DUXBURY, -	3 98	2500 00	245 00	2745 00	690	-
2	2	Kingston, - -	3 94	1300	-	-	330	-
1	3	Plymouth, - -	3 93	6000	-	-	1525	577 68
4	4	Hingham, - -	3 40	2886 59	-	-	849	-
9	5	Hull, - - -	3 33	200	-	-	60	-
10	6	Middleborough, -	3 10	4000	-	-	1290	547 30
5	7	Scituate, - -	3 02	3000	-	-	993	31 00
6	8	Pembroke, - -	2 96	1000	-	-	338	24 00
7	9	Bridgewater, -	2 86	1600	-	-	560	-
3	10	Halifax, - -	2 66	500	-	-	188	25 00
11	11	Marshfield, -	2 63	1268	-	-	482	-
17	12	Plympton, - -	2 45	500	-	-	204	224 12
12	13	W. Bridgewater, -	2 39	800	-	-	335	-
15	14	Hanson, - -	2 36	700	-	-	297	20 00
13	15	N. Bridgewater, -	2 33	1630	276 20	1906 20	817	-
16	16	Hanover, - -	2 29	1000	-	-	437	-
14	17	Abington, - -	2 24	2500	-	-	1115	-
18	18	E. Bridgewater, -	2 23	1200	-	-	538	-
20	19	Wareham, - -	1 78	1350	-	-	757	400 00
19	20	Rochester, - -	1 57	2000	-	-	1274	223 00
21	21	Carver, - - -	1 44	450	-	-	312	250 00

BARNSTABLE COUNTY.

2	1	PROVINCET'N,	3 19	2000 00	-	-	626	-
1	2	Barnstable, - -	2 95	3500	-	-	1188	-
6	3	Sandwich, - -	2 23	2308	350 00	2658 00	1190	32 00
7	4	Falmouth, - -	2 21	1200	320 78	1520 78	687	403 22
5	5	Yarmouth, - -	2 21	1500	-	-	679	-
4	6	Eastham, - -	2 02	450	60 00	510 00	253	40 00
8	7	Orleans, - -	1 87	1000	-	-	534	46 50
9	8	Brewster, - -	1 68	800	-	-	477	-
3	9	Chatham, - -	1 68	1000	-	-	597	718 00
13	10	Truro, - -	1 43	850	-	-	595	-
11	11	Wellfleet, - -	1 41	1000	-	-	710	300 00
12	12	Dennis, - -	1 39	1200	-	-	865	-
10	13	Harwich, - -	1 28	1300	-	-	1015	1000 00

DUKES COUNTY.

For 1846-47.	For 1847-48.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of the Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
1	1	EDGARTOWN,	$2 60	$1200 00	-	-	462	-
2	2	Chilmark, - -	2 30	400	-	-	174	-
3	3	Tisbury, - -	1 92	975	-	-	508	-

NANTUCKET COUNTY.

1	1	NANTUCKET,	5 44	9775 37	-	-	1797	-

A GRADUATED TABLE,

Showing the Comparative Amount of money appropriated, by the different Counties in the State, for the education of each child, between the ages of 4 and 16 years, in each County.

For 1846-47.	For 1847-48.	COUNTIES.	Sum appropriated by counties for ea. child between 4 & 16 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of the Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
1	1	SUFFOLK,	$7 98	$215,760 91	-	-	27,041	-
2	2	Nantucket, -	5 44	9,775 37	-	-	1,797	-
3	3	Middlesex, -	3 98	127,203 13	$373 64	$127,576 77	32,077	$139 58
4	4	Norfolk, -	3 89	59,204 37	695 72	59,900 09	15,417	5 00
7	5	Essex, - -	2 80	80,135 50	553 20	80,688 70	28,833	40 00
5	6	Bristol, - -	2 76	51,149 89	259 52	51,409 41	18,644	2,993 82
6	7	Plymouth, -	2 76	36,384 59	521 20	36,905 79	13,391	2,322 10
9	8	Worcester, -	2 59	72,424 20	374 49	72,798 69	28,191	821 12
10	9	Hampshire, -	2 45	19,470 00	641 98	20,111 98	8,206	4,816 25
8	10	Hampden, -	2 42	25,399 00	273 94	25,672 94	10,596	6,029 49
11	11	Dukes Co., -	2 25	2,575 00	-	-	1,144	-
13	12	Franklin, -	2 12	16,473 53	224 00	16,697 53	7,893	5,342 27
12	13	Barnstable, -	2 00	18,108 00	730 78	18,838 78	9,416	2,539 72
14	14	Berkshire, -	1 79	20,879 96	220 41	21,100 37	11,790	10,845 25

AGGREGATE OF THE STATE.

14	Counties, -	3 54	754,943 45	4868 88	759,812 33	214,436	35,894 60

A GRADUATED TABLE,

In which all the towns in the State are numerically arranged, according to the AVERAGE ATTENDANCE *of their children upon the Public Schools, for the year* 1847–8.

The principle on which this Table is constructed is the following:—

The first column indicates, in a numerical order, the precedence of the towns,—the more meritorious, in regard to attendance, standing before the less.

The second consists of the names of the towns.

The third shows the No. of children in each town between the ages of 4 and 16 years.

The fourth shows the MEAN average attendance upon the schools for both the summer and winter terms. This is found by adding together the average attendance for both summer and winter, and dividing the sum by 2.

The fifth exhibits, IN DECIMALS, the ratio which the mean average attendance bears to the whole number of children in the town between 4 and 16. The mean average attendance upon school being compared with the whole number of children between 4 and 16 years of age, it is possible that the result may be more than 100 per cent., because the attendance of children, under 4 or over 16 years of age, MAY more than compensate for the absence of children between those ages,—as was the case last year with Burlington. In this column, the sign + denotes that the mean average was more than the integer expresses, by a fraction of less than one half of one per cent. The sign — denotes that the integer is too large, by a fraction of less than one half of one per cent.

	TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.		TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.
1	BURLINGTON,*	112	140	1.25—	6	Royalston, - -	468	407	.87—
2	Phillipston, - -	197	185	.94—	7	Greenwich, -	182	157	.86—
3	Sunderland, -	172	160	.93—	8	New Braintree,	168	143	.85+
4	Acton, - - -	359	318	.88+	9	Rowe, - - -	167	141	.85—
5	Methuen, - -	500	439	.88—	10	Rutland, - -	324	274	.85—

* This town exhibits a mean *average attendance* of 125 per cent., estimated on its whole number of children between 4 and 16 years of age. This, of course, is inaccurate, in the tables of the present year, as a similar per-centage was in those of the last. On inquiry, the reason is found to be this: The town is not districted for school purposes. It is the custom, after any one school has closed, for the children which had belonged to it, to attend any other school. On entering the new school, they are registered anew; and thus the same scholars are counted twice. The condition of this town, in this respect, is believed to be peculiar. Though standing at the head of the table, it may have no real precedence over many other towns, in the attendance of its children upon school. As there are no data by which to assign it a place elsewhere, it is arranged here with this explanation.

	TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.		TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.
11	Medway,	494	417	.84+	63	Windsor,	208	161	.77+
12	Heath,	243	204	.84—	64	Montague,	348	270	.77+
13	North Chelsea,	197	164	.83	65	Brighton,	447	344	.77—
14	Bedford,	223	185	.83—	66	Otis,	285	219	.77—
15	Lawrence,	620	515	.83—	67	Hawley,	293	225	.77—
16	Dedham,	844	698	.83—	68	E. Bridgewater,	538	409	.76+
17	Carlisle,	145	120	.82+	69	Medford,	625	476	.76+
18	Essex,	370	304	.82+	70	Marlborough,	660	505	.76+
19	Monterey,	186	153	.82+	71	Lexington,	393	299	.76+
20	Ashburnham,	489	399	.82—	72	Dana,	212	162	.76+
21	Westminster,	475	388	.82—	73	Shrewsbury,	358	273	.76+
22	Littleton,	242	198	.82—	74	Paxton,	173	132	.76+
23	Pelham,	270	221	.82—	75	Chelmsford,	500	380	.76
24	Sherburne,	243	198	.81+	76	Townsend,	472	358	.76—
25	Boxborough,	98	80	.81+	77	Upton,	416	316	.76—
26	Lincoln,	170	138	.81+	78	Walpole,	423	321	.76—
27	Eastham,	253	206	.81+	79	Wales,	164	124	.76—
28	Athol,	511	412	.81—	80	Kingston,	330	248	.75+
29	Holliston,	501	404	.81—	81	Sharon,	250	188	.75+
30	Westhampton,	168	136	.81—	82	Becket,	278	210	.75+
31	Coleraine,	536	433	.81—	83	Leominster,	528	396	.75
	Reading,	593	477	.80+	84	Cohasset,	382	287	.75
33	Plainfield,	230	185	.80+	85	Leyden,	184	138	.75
34	Ludlow,	272	218	.80+	86	Shutesbury,	286	214	.75—
35	Northfield,	424	341	.80+	87	Conway,	439	329	.75—
36	Buckland,	268	215	.80+	88	South Reading,	410	306	.75—
37	Leverett,	268	215	.80+	89	Boxford,	226	169	.75—
38	Orange,	461	368	.80—	90	Sterling,	465	346	.74+
39	Warwick,	267	213	.80—	91	Orleans,	534	398	.74+
40	Templeton,	508	404	.80—	92	Lynnfield,	204	152	.74+
41	Stow,	269	214	.80—	93	Florida,	140	104	.74+
42	Hardwick,	408	323	.79+	94	Roxbury,	2916	2162	.74+
43	Shirley,	237	188	.79+	95	Plympton,	204	152	.74+
44	Concord,	470	373	.79+	96	Charlton,	450	333	.74
45	Hubbardston,	525	414	.79—	97	Barre,	644	475	.74—
46	Mendon,	273	215	.79—	98	Douglas,	442	325	.74—
47	N. Brookfield,	437	343	.78+	99	Princeton,	416	306	.74—
48	Oakham,	273	213	.78+	100	Wellfleet,	710	524	.74—
49	Dracut,	659	516	.78+	101	Hinsdale,	289	213	.74—
50	Hopkinton,	483	378	.78+	102	Raynham,	361	266	.74—
51	Medfield,	189	178	.78+	103	Bolton,	301	221	.73+
52	New Salem,	348	273	.78+	104	Spencer,	470	344	.73+
53	Lunenburg,	336	262	.78—	105	Southborough,	293	214	.73+
54	Dunstable,	149	116	.78—	106	Tewksbury,	231	170	.73+
55	Sudbury,	363	282	.78—	107	Cummington,	346	254	.73+
56	Wilmington,	205	159	.78—	108	Middlefield,	189	139	.73+
57	W. Cambridge,	397	308	.78—	109	Longmeadow,	337	247	.73+
58	Alford,	118	92	.78—	110	Bernardston,	261	192	.73+
59	Northborough,	333	258	.77+	111	Wrentham,	774	563	.73—
60	Pepperell,	393	304	.77+	112	Wayland,	241	175	.73—
61	Ashby,	318	245	.77+	113	Gill,	212	154	.73—
62	Prescott,	166	129	.77+	114	Blandford,	395	287	.73—

	TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.		TOWNS.	No of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.
115	Norwich,	209	152	.73—	167	Westborough,	421	283	.67+
116	Lancaster,	693	503	.73—	168	Holden,	538	359	.67—
117	Warren,	393	284	.72+	169	Pembroke,	338	225	.67—
118	Winchendon,	524	379	.72+	170	Norton,	468	312	.67—
119	Enfield,	276	199	.72+	171	Erving,	124	83	.67—
120	Charlemont,	303	219	.72+	172	Shelburne,	316	210	.66+
121	Scituate,	993	713	.72—	173	Whately,	281	186	.66+
122	Bellingham,	299	214	.72—	174	Greenfield,	517	342	.66+
123	Billerica,	400	288	.72—	175	Granby,	317	211	.66+
124	Milford,	627	449	.72—	176	Worthington,	333	221	.66+
125	West Boylston,	401	286	.71+	177	Sturbridge,	554	367	.66+
126	Petersham,	406	289	.71+	178	Chelsea,	1113	740	.66+
127	Natick,	482	343	.71+	179	Franklin,	451	297	.66—
128	Northampton,	1087	774	.71+	180	Russell,	91	60	.66—
129	Foxborough,	405	289	.71+	181	Brimfield,	390	257	.66—
130	Dighton,	380	270	.71+	182	Deerfield,	489	323	.66—
131	Chilmark,	174	123	.71—	183	Provincetown,	626	408	.65+
132	South Hadley,	315	224	.71—	184	Berkley,	246	160	.65+
133	Hatfield,	234	165	.71—	185	Oxford,	558	365	.65+
134	Canton,	544	385	.71—	186	Brookfield,	703	458	.65+
135	Swanzey,	302	212	.70+	187	Auburn,	220	143	.65
136	Ashfield,	404	285	.70+	188	Waltham,	726	471	.65—
137	Wendell,	197	138	.70+	189	Watertown,	505	327	.65—
138	Westford,	396	276	.70—	190	Bridgewater,	560	362	.65—
139	Williamsburg,	354	248	.70—	191	N. Bridgewater,	817	529	.65—
140	Easton,	642	447	.70—	192	W. Stockbrid'e,	377	241	.64—
141	Dalton,	256	179	.70—	193	Egremont,	261	167	.64—
142	Harvard,	405	283	.69+	194	Topsfield,	283	181	.64—
143	Sutton,	564	387	.69+	195	Hanover,	437	280	.64—
144	Woburn,	849	588	.69+	196	Needham,	432	276	.64—
145	Somerville,	501	348	.69+	197	Quincy,	1082	688	.64—
146	Belchertown,	684	474	.69+	198	Ashland,	297	190	.64—
147	Southampton,	273	189	.69+	199	Grafton,	908	581	.64—
148	Halifax,	188	130	.69+	200	Nantucket,	1797	1147	.64—
149	Westport,	672	467	.69+	201	Ware,	747	474	.63+
150	W. Springfield,	860	597	.69+	202	Marshfield,	482	306	.63+
151	Monson,	565	389	.69—	203	Hamilton,	232	147	.63+
152	Groton,	645	444	.69—	204	Rockport,	900	570	.63+
153	Middleborough,	1290	878	.68+	205	Wenham,	253	160	.63+
154	Rehoboth,	498	341	.68+	206	New Marlboro',	438	278	.63+
155	Hadley,	494	338	.68+	207	Mt. Washing'n,	111	70	.63+
156	Weston,	238	162	.68+	208	W. Bridgewat'r,	335	211	.63—
157	Gardner,	403	275	.68+	209	Hull,	60	38	.63—
158	Worcester,	2880	1966	.68+	210	Fitchburg,	1045	654	.63—
159	Berlin,	221	151	.68+	211	Tyngsborough,	224	139	.62+
160	Boylston,	233	159	.68+	212	Easthampton,	220	137	.62+
161	Dudley,	345	233	.68—	213	Springfield,	3647	2279	.62+
162	Seekonk,	481	325	.68—	214	Dennis,	865	537	.62+
163	Peru,	148	100	.68—	215	Southwick,	356	221	.62—
164	Holland,	78	53	.68—	216	Montgomery,	90	56	.62—
165	Goshen,	130	875	.67+	217	Sandisfield,	402	248	.62—
166	Chesterfield,	282	189	.67+	218	Danvers,	1690	1041	.62—

	TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.		TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.
219	Plymouth, -	1525	939	.62—	267	Uxbridge, - -	650	366	.55+
220	Charlestown, -	3500	2161	.62—	268	Northbridge, -	472	261	.55+
221	Framingham,	949	587	.62—	269	Milton, - - -	451	246	.55—
222	Millbury, - -	640	394	.62—	270	Dorchester, -	1529	836	.55—
223	Amherst, - -	700	429	.61+	271	Somerset, - -	254	140	.55—
224	Duxbury, - -	690	424	.61+	272	Dartmouth, -	1113	612	.55—
225	Falmouth, - -	687	421	.61+	273	Georgetown, -	476	262	.55—
226	Yarmouth, -	679	412	.61—	274	Adams, - - -	1366	749	.55—
227	Palmer, - -	841	510	.61—	275	Harwich, - -	1015	557	.55—
228	Hanson, - -	297	181	.61—	276	Southbridge, -	720	321	.54+
229	Malden, - -	866	526	.61—	277	Randolph, - -	984	532	.54+
230	Mansfield, -	403	243	.60+	278	Barnstable, -	1188	637	.54—
231	Chatham, - -	597	359	.60+	279	Monroe, - -	85	46	.54—
232	Truro, - - -	595	357	.60—	280	Brookline, - -	352	187	.53+
233	Wilbraham, -	547	327	.60—	281	Hingham, - -	849	454	.53+
234	Westfield, -	979	583	.60—	282	Haverhill, - -	1334	701	.53—
235	Richmond, -	179	107	.60—	283	Braintree, - -	663	346	.52+
236	Stoughton, -	725	435	.60—	284	Stockbridge, -	585	307	.52+
237	Weymouth, -	1103	659	.60—	285	Freetown, - -	446	234	.52+
238	Ipswich, - -	787	472	.60—	286	Blackstone, -	748	385	.51+
239	Andover, - -	1743	1034	.59+	287	New Bedford, -	3886	1951	.50+
240	Manchester, -	424	251	.59+	288	Sandwich, - -	1190	600	.50+
241	Lynn, - - -	3278	1937	.59+	289	Leicester, - -	518	258	.50+
242	Pittsfield, - -	1082	636	.59+	290	Salisbury, - -	705	355	.50+
243	Amesbury, -	636	373	.59—	291	Gloucester, -	2005	1003	.50—
244	Carver, - -	312	184	.59—	292	Newburyport, -	2052	1014	.49+
245	Lowell, - -	6089	3581	.59—	293	Beverly, - -	1322	6465	.49—
246	Clarksburg, -	153	90	.58+	294	Gt. Barrington,	831	406	.49—
247	Chester, - -	435	253	.58+	295	Brewster, - -	477	230	.48+
248	Dover, - - -	125	73	.58	296	Williamstown,	737	357	.48+
249	Granville, - -	395	228	.58—	297	Lee, - - - -	671	323	.48+
250	Cheshire, - -	247	142	.57+	298	Pawtucket, - -	1045	505	.48+
251	Washington, -	264	152	.57+	299	Wareham, - -	757	361	.48—
252	Savoy, - - -	285	163	.57+	300	Newbury, - -	1008	473	.47—
253	Boston, - -	25731	14591	.57—	301	West Newbury,	434	200	.46+
254	Fairhaven, -	1215	693	.57—	302	Fall River, - -	2786	1264	.45+
255	Bradford, - -	678	384	.57—	303	Lanesborough,	298	132	.44+
256	Cambridge, -	3170	1789	.56+	304	Tyringham, -	208	92	.44—
257	Attleborough,	964	545	.56+	305	Edgartown, -	462	201	.44—
258	Middleton, -	207	116	.56+	306	Stoneham, - -	333	145	.43+
259	Sheffield, - -	752	424	.56+	307	Taunton, - -	2482	1068	.43+
260	Lenox, - - -	344	195	.56+	308	Rochester, - -	1274	541	.42+
261	Webster, - -	505	283	.56—	309	Newton, - -	1299	547	.42+
262	Saugus, - -	354	198	.56—	310	Marblehead, -	1582	671	.42+
263	Rowley, - -	215	120	.56—	311	Hancock, - -	237	85	.36—
264	Salem, - -	4312	2411	.56—	312	Tisbury, - -	508	158	.31+
265	Tolland, - -	154	850	.55+	313	New Ashford, -	54	14	26.+
266	Abington, -	1115	614	.55+					

GRADUATED TABLES,

In which all the towns, in the respective Counties in the State, are numerically arranged, according to the mean average attendance of their children upon the Public Schools for the year 1847–48.

[For an explanation of the principle on which these Tables are constructed, see *ante*, p. liii.]

SUFFOLK COUNTY.

	TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.		TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.
1	N. CHELSEA,	197	164	.83	3	Boston, - - -	25731	14591	.57—
2	Chelsea, - -	1113	740	.66+					

ESSEX COUNTY.

1	METHUEN, -	500	439	.88—	16	Bradford, - -	678	384	.57—
2	Lawrence, - -	620	515	.83—	17	Middleton, - -	207	116	.56+
3	Essex, - - -	370	301	.82+	18	Saugus, - - -	354	198	.56—
4	Boxford, - -	226	169	.75—	19	Rowley, - -	215	120	.56—
5	Lynnfield, - -	204	152	.74+	20	Salem, - - -	4312	2411	.56—
6	Topsfield, - -	283	181	.64—	21	Georgetown, -	476	262	.55—
7	Hamilton, - -	232	147	.63+	22	Haverhill, - -	1334	701	.53—
8	Rockport, - -	900	570	.63+	23	Salisbury, - -	708	355	.50+
9	Wenham, - -	253	160	.63+	24	Gloucester, - -	2005	1003	.50—
10	Danvers, - -	1690	1041	.62—	25	Newburyport, -	2052	1014	.49+
11	Ipswich, - -	787	472	.60—	26	Beverly, - -	1322	6465	.49—
12	Andover, - -	1743	1034	.59+	27	Newbury, - -	1008	473	.47—
13	Manchester, -	424	251	.59+	28	West Newbury,	434	200	.46+
14	Lynn, - - -	3278	1937	.59+	29	Marblehead, -	1582	671	.42+
15	Amesbury, - -	636	373	.59—					

MIDDLESEX COUNTY.

1	BURLINGTON,*	112	140	1.25—	9	Holliston, - -	501	404	.81—
2	Acton, - - -	359	318	.88+	10	Reading, - -	593	477	.80+
3	Bedford, - -	223	185	.83—	11	Stow, - - -	269	214	.80—
4	Carlisle, - -	145	120	.82+	12	Shirley, - - -	237	188	.79+
5	Littleton, - -	242	198	.82—	13	Concord, - -	470	373	.79+
6	Sherburne, - -	243	198	.81+	14	Dracut, - - -	659	516	.78+
7	Boxborough, -	98	80	.81+	15	Hopkinton, - -	483	378	.78+
8	Lincoln, - -	170	138	.81+	16	Dunstable, - -	149	116	.78—

* See note, on page lii.

MIDDLESEX COUNTY—Continued.

	TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.		TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.
17	Sudbury, - -	363	282	.78—	33	Westford, - -	396	276	.70—
18	Wilmington, -	205	159	.78—	34	Woburn, - -	849	588	.69+
19	W. Cambridge,	397	308	.78—	35	Somerville, -	501	348	.69+
20	Pepperell, - -	393	304	.77+	36	Groton, - - -	645	444	.69—
21	Ashby, - - -	318	245	.77+	37	Weston, - -	238	162	.68+
22	Brighton, - -	447	344	.77—	38	Waltham, - -	726	471	.65—
23	Medford, - -	625	476	.76+	39	Watertown, -	505	327	.65—
24	Marlborough, -	660	505	.76+	40	Ashland, - -	297	190	.64—
25	Lexington, - -	393	299	.76+	41	Tyngsborough,	224	139	.62+
26	Chelmsford, -	500	380	.76	42	Charlestown, -	3500	2161	.62—
27	Townsend, - -	472	358	.76—	43	Framingham, -	949	587	.62—
28	South Reading,	410	306	.75—	44	Malden, - -	866	526	.61—
29	Tewksbury, -	231	170	.73+	45	Lowell, - -	6089	3581	.59—
30	Wayland, - -	241	175	.73—	46	Cambridge, -	3170	1789	.56+
31	Billerica, - -	400	288	.72	47	Stoneham, - -	333	145	.43+
32	Natick, - - -	482	343	.71+	48	Newton, - -	1299	547	.42+

WORCESTER COUNTY.

1	PHILLIPST'N,	197	185	.94—	29	Lancaster, - -	693	503	.73—
2	Royalston, - -	468	407	.87—	30	Warren, - -	393	284	.72+
3	New Braintree,	168	143	.85+	31	Winchendon, -	524	379	.72+
4	Rutland, - -	324	274	.85—	32	Milford, - - -	627	449	.72—
5	Ashburnham, -	489	399	.82—	33	West Boylston,	401	286	.71+
6	Westminster, -	475	388	.82—	34	Petersham, - -	406	289	.71+
7	Athol, - - -	511	412	.81—	35	Harvard, - -	408	283	.69+
8	Templeton, -	508	404	.80—	36	Sutton, - - -	564	387	.69+
9	Hardwick, - -	408	323	.79+	37	Gardner, - -	403	275	.68+
10	Hubbardston, -	525	414	.79—	38	Worcester, -	2880	1966	.68+
11	Mendon, - -	273	215	.79—	39	Berlin, - - -	221	151	.68+
12	N. Brookfield, -	437	343	.78+	40	Boylston, - -	233	159	.68+
13	Oakham, - -	273	213	.78+	41	Dudley, - - -	345	233	.68—
14	Lunenburg, -	336	262	.78—	42	Westborough, -	421	283	.67+
15	Northborough,	333	258	.77+	43	Holden, - -	538	359	.67—
16	Dana, - - -	212	162	.76+	44	Sturbridge, -	554	367	.66+
17	Shrewsbury, -	358	273	.76+	45	Oxford, - - -	558	365	.65+
18	Paxton, - - -	173	132	.76+	46	Brookfield, - -	703	458	.65+
19	Upton, - - -	416	316	.76—	47	Auburn, - -	220	143	.65
20	Leominster, -	528	396	.75	48	Grafton, - -	908	581	.64—
21	Sterling, - -	465	346	.74+	49	Fitchburg, - -	1045	654	.63—
22	Charlton, - -	450	333	.74	50	Millbury, - -	640	394	.62—
23	Barre, - - -	644	475	.74—	51	Webster, - -	505	283	.56—
24	Douglas, - -	442	325	.74—	52	Uxbridge, - -	650	360	.55+
25	Princeton, - -	416	306	.74—	53	Northbridge, -	472	261	.55+
26	Bolton, - - -	301	221	.73+	54	Southbridge, -	720	321	.54+
27	Spencer, - -	470	344	.73+	55	Blackstone, -	748	385	.51+
28	Southborough,	293	214	.73+	56	Leicester, - -	518	258	.50

HAMPSHIRE COUNTY.

	TOWNS.	No of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.		TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.
1	GREENW'CH,	182	157	.86—	13	Williamsburg,	354	248	.70—
2	Pelham, - -	270	221	.82—	14	Belchertown, -	684	474	.69+
3	Westhampton,	168	136	.81—	15	Southampton, -	273	189	.69+
4	Plainfield, - -	230	185	.80+	16	Hadley, - - -	494	338	.68+
5	Prescott, - -	166	129	.77+	17	Goshen, - - -	130	875	.67+
6	Cummington, -	346	254	.73+	18	Chesterfield, -	282	189	.67+
7	Middlefield, -	189	139	.73+	19	Granby, - - -	317	211	.66+
8	Norwich, - -	209	152	.73—	20	Worthington, -	333	221	.66+
9	Enfield, - -	276	199	.72+	21	Ware, - - -	747	474	.63+
10	Northampton, -	1087	774	.71+	22	Easthampton, -	220	137	.62+
11	South Hadley, -	315	224	.71—	23	Amherst, - -	700	429	.61+
12	Hatfield, - -	234	165	.71—					

HAMPDEN COUNTY.

1	LUDLOW, -	272	218	.80+	10	Springfield, -	3647	2279	.62+
2	Wales, - - -	164	124	.76—	11	Southwick, - -	356	221	.62—
3	Longmeadow, -	337	247	.73+	12	Montgomery, -	90	56	.62—
4	Blandford, - -	395	287	.73—	13	Palmer, - - -	841	510	.61—
5	W. Springfield,	860	597	.69+	14	Wilbraham, -	547	327	.60—
6	Monson, - -	565	389	.69—	15	Westfield, -	979	583	.60—
7	Holland, - -	78	53	.68—	16	Chester, - -	435	253	.58+
8	Russell, - - -	91	60	.66—	17	Granville, - -	395	228	.58—
9	Brimfield, - -	390	257	.66—	18	Tolland, - -	154	850	.55+

FRANKLIN COUNTY.

1	SUNDERL'ND,	172	160	.93—	14	Shutesbury, -	286	214	.75—
2	Rowe, - - -	167	141	.85—	15	Conway, - -	439	329	.75—
3	Heath, - - -	243	204	.84—	16	Bernardston, -	261	192	.73+
4	Coleraine, - -	536	433	.81—	17	Gill, - - - -	212	154	.73—
5	Northfield, - -	424	341	.80+	18	Charlemont, -	303	219	.72+
6	Buckland, - -	268	215	.80+	19	Ashfield, - -	404	285	.70+
7	Leverett, - -	268	215	.80+	20	Wendell, - -	197	138	.70+
8	Orange, - -	461	368	.80—	21	Erving, - - -	124	83	.67—
9	Warwick, - -	267	213	.80—	22	Shelburne, - -	316	210	.66+
10	New Salem, -	348	273	.78+	23	Whately, - -	281	186	.66+
11	Montague, - -	348	270	.77+	24	Greenfield, - -	517	342	.66+
12	Hawley, - -	293	225	.77—	25	Deerfield, - -	489	323	.66—
13	Leyden, - -	184	138	.75	26	Monroe, - -	85	46	.54—

BERKSHIRE COUNTY.

1	MONTEREY,	186	153	.82+	5	Becket, - - -	278	210	.75+
2	Alford, - -	118	92	.78—	6	Florida, - -	140	104	.74+
3	Windsor, - -	208	161	.77+	7	Hinsdale, - -	289	213	.74—
4	Otis, - - - -	285	219	.77—	8	Dalton, - - -	256	179	.70—

BERKSHIRE COUNTY—Continued.

	TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.		TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.
9	Peru, - - -	148	100	.68—	21	Sheffield, - -	752	424	.56+
10	W. Stockbrid'e,	377	241	.64—	22	Lenox, - - -	344	195	.56+
11	Egremont, - -	261	167	.64—	23	Adams, - - -	1366	749	.55—
12	New Marlboro',	438	278	.63+	24	Stockbridge, -	585	307	.52+
13	Mt. Washing'n,	111	70	.63+	25	Gt. Barrington,	831	406	.49—
14	Sandisfield, -	402	248	.62—	26	Williamstown,	737	357	.48+
15	Richmond, - -	179	107	.60—	27	Lee, - - - -	671	323	.48+
16	Pittsfield, - -	1082	636	.59+	28	Lanesborough,	298	132	.44+
17	Clarksburg, -	153	90	.58+	29	Tyringham, -	208	92	.44—
18	Cheshire, - -	247	142	.57+	30	Hancock, - -	237	85	.36—
19	Washington, -	264	152	.57+	31	New Ashford, -	54	14	.26+
20	Savoy, - - -	285	163	.57+					

NORFOLK COUNTY.

1	MEDWAY, -	494	417	.84+	12	Franklin, - -	451	297	.66—
2	Dedham, - -	844	698	.83—	13	Needham, - -	432	276	.64—
3	Medfield, - -	189	178	.78+	14	Quincy, - -	1082	688	.64—
4	Walpole, - -	423	321	.76—	15	Stoughton, - -	725	435	.60
5	Sharon, - - -	250	188	.75+	16	Weymouth, -	1103	659	.60—
6	Cohasset, - -	382	287	.75	17	Dover, - - -	125	73	.58
7	Roxbury, - -	2916	2162	.74+	18	Milton, - - -	451	246	.55—
8	Wrentham, -	774	563	.73—	19	Dorchester, -	1529	836	.55—
9	Bellingham, -	299	214	.72—	20	Randolph, - -	984	532	.54+
10	Foxborough, -	405	289	.71+	21	Brookline, - -	352	187	.53+
11	Canton, - - -	544	385	.71—	22	Braintree, - -	663	346	.52+

BRISTOL COUNTY.

1	RAYNHAM,	361	266	.74—	11	Fairhaven, - -	1215	693	.57—
2	Dighton, - -	380	270	.71+	12	Attleborough, -	964	545	.56+
3	Swanzey, - -	302	212	.70+	13	Somerset, - -	254	140	.55—
4	Easton, - - -	642	447	.70—	14	Dartmouth, -	1113	612	.55—
5	Westport, - -	672	467	.69+	15	Freetown, - -	446	234	.52+
6	Rehoboth, - -	498	341	.68+	16	New Bedford, -	3886	1951	.50+
7	Seekonk, - -	481	325	.68—	17	Pawtucket, - -	1045	505	.48+
8	Norton, - - -	468	312	.67—	18	Fall River, - -	2786	1264	.45+
9	Berkley, - -	246	160	.65+	19	Taunton, - -	2482	1069	.43+
10	Mansfield, -	403	243	.60+					

PLYMOUTH COUNTY.

1	E. BRIDGEW'R,	538	409	.76+	5	Halifax, - -	188	130	.69+
2	Kingston, - -	330	248	.75+	6	Middleborough,	1290	878	.68+
3	Plympton, - -	204	152	.74+	7	Pembroke, - -	338	225	.67—
4	Scituate, - -	993	713	.72—	8	Bridgewater, -	560	362	.65—

PLYMOUTH COUNTY—Continued.

	TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.		TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.
9	N. Bridgewater,	817	529	.65—	16	Hanson, - -	297	181	.61—
10	Hanover, - -	437	280	.64—	17	Carver, - - -	312	184	.59—
11	Marshfield, -	482	306	.63+	18	Abington, - -	1115	614	.55+
12	W. Bridgewat'r,	335	211	.63—	19	Hingham, - -	849	454	.53+
13	Hull, - - -	60	38	.63—	20	Wareham, - -	757	361	.48—
14	Plymouth, - -	1525	939	.62—	21	Rochester, - -	1274	541	.42+
15	Duxbury, - -	690	424	.61+					

BARNSTABLE COUNTY.

1	EASTHAM, -	253	206	.81+	8	Chatham, - -	597	359	.60+
2	Orleans, - -	534	398	.74+	9	Truro, - - -	595	357	.60—
3	Wellfleet, - -	710	524	.74—	10	Harwich, - -	1015	557	.55—
4	Provincetown,	626	408	.65+	11	Barnstable, - -	1188	637	.54—
5	Dennis, - -	865	537	.62+	12	Sandwich, - -	1190	600	.50+
6	Falmouth, - -	687	421	.61+	13	Brewster, - -	477	230	.48+
7	Yarmouth, - -	679	412	.61—					

DUKES COUNTY.

1	CHILMARK,	174	123	.71—	3	Tisbury, - -	508	158	.31+
2	Edgartown, -	462	201	.44—					

NANTUCKET COUNTY.

1	NANTUCK'T,	1797	1147	.64—					

MEAN AVERAGE ATTENDANCE FOR THE STATE.

No. of children between 4 and 16 years of age in the State, - -	214,436
Mean average attendance upon school, - - - - - - -	133,462
Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals, - - - - - - - - - -	.62+